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ABSTRACT

A two-week institute, funded under Title II-B of the Higher Education Act, focused on the process of communication as the vital interface with all aspects of the school library supervisor's role. "School library supervisor" was intended to include any school librarian with supervisory or management responsibility beyond the single building level. The thirty participants who were selected represented a wide geographic distribution. Many facets of the supervisor's role were explored in group discussion or individual conferences, formal presentations dealt with group dynamics, speech, writing, listening, and media design. The program included participation training, a method of group process which emphasizes rolePrelated discussion. Principles of media design were illustrated through simulation projects. Program evaluation consisted of participant comments and a post-test on communications. Much of this report consists of the institute's instructional materials and bibliography. (Author/SL)

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NARRATIVE EVALUATION REPORT ON THE INSTITUTE FOR ADVANCED STUDY FOR LIBRARIANS UNDER THE HIGHER EDUCATION ACT, TITLE II-B

SUBJECT: IMPROVING COMMUNICATION SKILLS OF SCHOOL LIBRARY SUPERVISORS

AT: THE UNIVERSITY OF MICHIGAN
ANN ARBOR, MICHIGAN 48104

DATES: JULY 20 TO JULY 31, 1970

SUBMITTED BY: HELEN LLOYD, DIRECTOR
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INTRODUCTION

School library supervision is growing in importance as a middle management function within the school system. As library media programs become more complex, the effectiveness of the supervisor is largely dependent upon his ability to communicate with many different individuals and groups. The supervisor must define the school media program in ways which are meaningful for listeners and must incorporate their needs and concerns in his message.

In spite of their great significance to supervisory librarianship, communication skills are seldom stressed within the curricula leading to the master's degree in library science. Thus many practicing supervisors have had little or no formal opportunity to improve skills in written or spoken communications since their years as undergraduates.

This two-week institute, through funding by the U.S. Office of Education under Title II-B of the Higher Education Act of 1965 as amended, focused on the process of communication as the vital interface with all aspects of the school library supervisor's role.

"School library supervisor" was intended to include any school librarian with supervisory or management responsibility beyond the single building level. The thirty participants who were selected represented a wide geographical distribution. They brought to the program a variety of experiences which were utilized for learning through discussion and case study.

The staff included two full-time members who are school library directors in large urban districts. Guest lecturers included specialists in group dynamics, speech, writing, and media design as well as several nationally-known school library supervisors and library educators. Though many facets of the supervisor's role were explored in group discussion or individual conferences, scheduled presentations by full-time staff and guest lecturers ensured consideration of the following topics:

(1) improving skills in writing, speaking, listening, and visualizing;
(2) working productively with groups at all levels;
(3) helping librarians to communicate more effectively with teachers and with students, especially those who are culturally different;
(4) cooperating with public and other libraries within the community; and
(5) implementing multi-media programs.

The program included participation training, a method of group process which emphasized role-related discussion. Opportunity to develop a multi-media communication to be used in his backhome setting was provided for each participant during the second week. Principles of media design were illustrated through simulation projects.

Evening and weekend activities were optional. They included several film showings related to the institute program, a field trip to University Microfilms and one to the Ann Arbor Public Schools District Materials Center, plus two social activities.

It was appropriate for this institute to be offered at The University of Michigan School of Library Science. Both the assistant dean and the institute director have backgrounds in school library supervision. Several part-time faculty members are also from the school library field. Climate for cooperative planning with other schools and departments within the University is very good. Library facilities are excellent, and The Michigan Union provided satisfactory arrangements for classroom activities, eating and sleeping.

(A daily schedule of institute meetings is attached.)

THE UNIVERSITY OF MICHIGAN
SCHOOL OF LIBRARY SCIENCE
ANN ARBOR, MICHIGAN 48104

Improving Communication Skills for School Library Supervisors July 19 - 31, 1970

INSTITUTE PROGRAM

(Unless otherwise indicated, all sessions
will be held in the Michigan Union, Conference Rooms 3, R&S)

Sunday, July 19, 1970

7:00 - 9:00 (Coffee will be served)	ORIENTATION AND INTRODUCTIONS. Helen D. Lloyd, Institute Director Discussion of Institute Objectives and Plan of Operation.

Monday, July,20, 1970

8:30 - 9:30	KEYNOTE--THE COMMUNICATION PROCESS AND THE SCHOOL LIBRARY SUPERVISORS. Dr. Richard Darling
9:30 - 10:00	Coffee break
10:00 - 11:30	Feedback session with Dr. Darling.
11:30 - 11:45	Announcements
12:00 - 1:15	Lunch
1:15 - 2:15	THE SUPERVISOR'S ROLE IN INTERPRETING THE NEW MEDIA STANDARDS. Dr. Darling
2:15 - 2:45	Coffee break

2:45 - 3:30	Panel Mrs. Alice Rusk, Miss Crystal McNally and Dr. Helen Lloyd
3:30 - 4:00	Discussion with participants.
7:00 - 10:00	LABORATORY SESSION ON LISTENING AND NON-VERBAL COMMUNICATION. Dr. Allen Menlo

Tuesday, July 21, 1970

8:30 - 11:30	PARTICIPATION TRAINING. Arden Tiley, Director; Mrs. Carol Muzzell, Mrs. Ann Knes, Trainers
11:30 - 11:45	Announcements
12:00 - 1:15	Lunch
1:15 - 5:00	Participation Training. Mr. Tiley and Trainers

Wednesday, July 22, 1970

8:30 - 11:30	Participation Training. Mr. Tiley and Trainers
11:30 - 11:45	Announcements
12:00 - 1:15	Lunch
1:15 - 5:00	Participation Training. Mr. Tiley and staff

Thursday, July 23, 1970

8:30 - 11:30	Participation Training. Mr. Tiley and staff
11:30 - 11:45	Announcements
12:00 - 1:15	Lunch
1:15 - 5:00	Participation Training. Mr. Tiley and staff

Friday, July 24, 1970

8:30 - 9:15	THE IMPLICATIONS OF THE AASL SCHOOL LIBRARY DEVELOPMENT PROJECT FOR TODAY. Mrs. Frances K. Johnson
9:15 - 9:45	Feedback
9:45 - 10:15	Coffee break
10:15 - 10:45	CASE STUDY OF A MICHIGAN SCHOOL IN THE PROJECT. Dean Kenneth Vance
10:45 - 11:30	Group discussion. What makes a good project fail? Mrs. Alice Rusk and Miss Crystal McNally
11:30 - 11:45	Announcements
12:00 - 1:15	Lunch
1:15 - 2:15	PROFESSIONAL PUBLICATIONS AND WRITING AS A MEDIUM OF COMMUNICATION. Mrs. Johnson
2:15 - 2:45	Feedback
2:45 - 3:15	Coffee break
3:15 - 5:00	Confer with speaker, read, meet with group, etc.

Monday, July 27, 1970

8:00 -	Bus to AV Center
8:30 - 9:30	DESIGNING MEDIA THAT COMMUNICATES. Mr. David Hessler
9:30 - 10:00	Feedback
10:00 - 10:20	Coffee break
10:20 - 11:30	Simulation in Message Design.
11:30 - 11:45	Announcements
11:45 - 1:15	Lunch

1:15 - 1:45	DISCUSSION OF SIMULATION PROJECTS. Mr. Hessler and Participants
1:45 - 4:00	MEDIA DEMONSTRATIONS. AV Center Staff Members - George Williams, Mrs. Elna McMullan, and Rick Ridley
4:00 - 4:45	Feedback

Tuesday, July 28, 1970

8:30 - 11:45	FOLLOW-UP ON PARTICIPATION TRAINING. Arden Tiley
	Group aid to individuals in planning communication project.
11:45 - 12:00	Announcements
12:00 - 1:15	Lunch
1:30 - 2:15	YOUR MOST ENCHANTED LISTENER. Dr. Herbert Hildebrandt
2:15 - 2:35	Coffee break
2:35 - 3:20	REASONS FOR WRITING. Professor Mary C. Bromage
3:20 - 3:50	Feedback Professors Bromage, Hildebrandt and Lloyd
3:50 - 4:10	Scheduling conferences and media activities.
4:10 - 5:00	Work on project, read, etc.

Wednesday, July 29, 1970

8:30 - 9:45	COOPERATION BETWEEN SCHOOL AND PUBLIC LIBRARIES. Mrs. Audrey Biel and Mrs. Faith Murdoch
9:45 - 10:00	Feedback
10:00 - 10:30	Coffee break
10:30 - 11:30	Discussion groups
11:30 - 11:45	Announcements

11:45 - 1:00	Lunch
1:00 -	Bus to AV Center.
1:15 - 5:00	Media laboratory.

Thursday, July 30, 1970

8:30 - 10:00	WORKING WITH SCHOOL LIBRARIANS. UNDERSTANDING URBAN MINORITIES. Mrs. Rusk INITIATING BOOK DISCUSSION GROUPS. Miss McNally
10:00 - 10:30	Coffee break
10:30 - 11:30	Discussion groups. Mrs. Rusk and Miss McNally
11:30 - 11:45	Announcements
11:45 - 1:00	Lunch
1:00 -	Bus to AV Center
1:15 - 5:00	Media laboratory.
6:30 p.m.	Institute Dinner.

Friday, July 31, 1970

8:30 - 11:30	Sharing of participant projects.
12:00 - 1:15	Lunch
1:15 - 2:30	SUMMARY AND EVALUATION OF THE INSTITUTE. Director, staff and participants

Note: Coffee breaks will be held each morning and afternoon. This is not indicated on the schedule when session is of a continuing nature.

EVALUATION

A. Relations with USOE and The University of Michigan

USOE provided guidance and direction in the planning and operation of the institute but allowed the university, through the institute director, considerable flexibility to develop a creative program and to respond to changing conditions. Both the guidance and the flexibility were essential to good program development. Bulletins and manuals from USOE were helpful, and Mr. Frank Stevens was especially prompt and courteous in the handling of budgetary questions and request for permission to make a staff change. The opportunity to meet with various members of the USOE staff and with institute directors from other universities at the Washington Conference was useful. Several ideas gleaned from that meeting were successfully incorporated in this institute.

The cooperation of various persons and offices at the University of Michigan with the institute director was outstanding. Contacts ranged from the Office of the President to the Office of Research Administration and included persons in the university libraries; in purchasing, payroll, public information, food services, and accounting; in the Audio-Visual Center and in Schools of Business Administration, Education, and Library Science. All were helpful and courteous. Particularly valuable was the counsel of Mr. Lee Beatty, Office of Research Administration, and that of Dean Russell Bidlack and Assistant Dean Kenneth Vance, School of Library Science. The director frequently called upon these three persons for guidance and/or support. Professor Rose Vainstein who directed a USOE institute last summer also gave practical advice. Without the active cooperation of the University of Michigan and especially the School of Library Science, this institute could not have taken place.

B. Participants

Criteria for eligibility to participate included:

1. Possession of a fifth year library degree or equivalent.
2. Current service in a school media supervisory position.
3. Letter of recommendation from the applicant's school administrator verifying his supervisory position.
4. Completion of application blank.
5. Brief statement of a problem in communication which he faced or now faces.

All completed applications were reviewed and evaluated by a Selection Committee composed of members of the faculty of the School of Library Science, The University of Michigan. Evidence of ability to profit from the institute program and to assume a greater leadership role in the profession was considered in selecting the thirty participants. A wide geographical distribution was sought, and priority was given to applicants who had not attended other institutes.

Both staff and participants agreed that the individuals selected had much to contribute to the group, a generally strong commitment to the institute program, and a desire for professional growth. One characterized them as a "well-selected group representing a variety of experiences and backgrounds--all very willing to share ideas." Another observed, "As in any endeavor concerning human beings, the people make the difference. These participants were competent, well-trained, and quite conscious of helping each other."

The staff noted as a sign of growth the change from an early concern that groups be formed according to like backgrounds to the final, almost unanimous appreciation for the diversity of backgrounds.

Communication with Participants.--- Since the theme of this institute was "Improving Communication Skills" it seemed especially important to try to provide an example of good communications in all contacts with participants. The brocuure and each letter to applicants, and later to those selected as participants, were designed with the receiver in mind. Apparently most participants considered these pre-institute messages satisfactory, for they responded favorably to a question about pre-institute orientation on the evaluation form distributed at the end of the institute. One response was "Good written communication--clear, concise, concerned." Only three felt the need of more information, specifically on the communication project they were to design during the second week of the institute. Several mentioned the annotated bibliography, intended to provide background reading, as being especially helpful.

At the first session of the institute on Sunday evening the staff attempted to supplement orally the pre-institute written communication. After an informal coffee hour, introductions, and a brief welcome from Dean Bidlack, the participants had the opportunity to react to institute objectives and program plans in small buzz groups. Some modifications by these groups were suggested and approved by the total group. The revised objectives, shown on an overhead transparency, were then adopted as goals and guides for the two-week institute. At the final session of the institute the transparency was again used to help participants evaluate the program and its effectiveness according to the objectives they had agreed upon.

The method of gaining participant involvement and commitment at the outset of the program was suggested by another director at the May meeting in Washington. All staff members agreed that it was a worthwhile procedure and participants voiced approval of it also. It was the beginning of a free interchange between participants and staff which continued to exist throughout the institute.

Participants all seemed to feel free to talk with any staff member. This was possible during breaks, at meal time, or at almost any time except when a lecture was being given. Full-time staff members were definitely available throughout the institute and all of the guest lecturers provided for group feedback and informal conferences with individuals who sought them. One participant noted as a significant aspect of the institute "the personal interest of the staff in the individual first and the program second."

As the institute proceeded, responsiveness of staff to participants was demonstrated through the scheduling of several optional meetings as requested by participants. These included dinner meetings for those beginning new library programs, opportunity to learn display techniques, training in the operation of the video tape recorder, an evening trip to University Microfilms, and a noontime trip to Ann Arbor Public Schools District Materials Center.

Several times during the institute participants and staff operated as a single group to discuss alternatives and make decisions affecting group activities and welfare. Luncheon arrangements, continuation of membership in the discussion groups, selection of a social committee and plans for a follow-up newsletter were handled in this manner, affording practice in group decision-making.

The follow-up planned will consist of at least two newsletters to be compiled from information on participant activity and progress in implementing planned communication projects. Participants agreed to send information to the director for a newsletter to be distributed in October and in Mid-January.

In addition, institute members hoped to have a reunion at the ALA Conference in Dallas next June.

C. Staff

According to participants, staff members, both full and part-time, provided leadership, counsel, and information of a high caliber throughout the institute. Guest lecturers, selected for the specific information they could offer participants in some phase of communication, provided that information through lecture, question-answer feedback, group discussion, and individual conferences. All appeared to have been well-received by participants, though Professors Mary Bromage and Herbert Hildebrandt in written and spoken communication respectively, Professor Allen Menlo in group dynamics, and Professor David Hessler in message design were mentioned by several participants as making especially valuable contributions. Dr. Richard Darling and Professor Mary Frances K. Johnson were representatives from the field of librarianship who received special commendation from participants. Full-time staff members were in general agreement with evaluation of lecturers by participants.

A more difficult though vital role was played by two full-time staff members who are experienced school library supervisors. Mrs. Alice Rusk as associate director and Miss Crystal McNally as instructor served as resources to participants throughout the entire institute. In the Plan of Operation the following statement appeared: "In a learner-centered environment an instructor is more often a facilitator than a presenter of information. He must, however, have a wealth of information and a strong background of experience in the field if he is to be of value in this teaching role." The two library supervisors who served as staff members were outstandingly successful in this respect. Each served as a participating member of a discussion group; each met with groups and individuals for special projects such as studying display techniques and planning beginning library programs; each took part in social and recreational activities with participants; and each made a special content presentation relating to inservice with librarians, Mrs. Rusk in understanding urban minorities and Miss McNally in conducting book and film discussions. Throughout the program both of these staff members and the director were available to individual participants for conferences.

Communication between staff members and director was very good from pre-institute planning to post-institute evaluation. Meetings scheduled with full-time staff and guest lecturers from librarianship during mid-Winter and June ALA Conferences were very helpful in clarifying goals and discussing program plans. Individual conferences with lecturers on campus and in Detroit and with the AV Center Staff were held during spring and early summer. Though time-consuming, these conferences proved very useful in effecting continuity of program and improvement of the instructional plans.

The complete institute program and a compilation of communications problems cited by participants were duplicated and distributed to staff members before the institute. (See Appendix) Several commented favorably on the value of this distribution of materials.

D. Program

The two-week institute offered school library supervisors an opportunity to gain new insights on their role through a program of studies in communication. Much of the first week was devoted to the study of group dynamics. During the second week participants continued to develop skill in group discussion but also worked on individual communication projects, spoken or written, intended for backhome presentation.

Developing skill in the process of communication was a major emphasis of the institute. Specialists in speech, writing, group dynamics, message design, and visual communication worked with participants in these areas. They lectured, demonstrated, consulted with individuals, and directed group practice.

Content of message was the other major emphasis in the institute. Several guest lecturers from the field of school librarianship as well as the three full-time staff members provided the guidance needed in this area. Though participants offered help to each other, there was general agreement that staff input on the role of the school library supervisor was desirable and satisfactory. One participant wrote of the contribution of staff, "Very superior. They had knowledge, background, and a genuine desire to help us." Another said, "Staff was very generous with individual help on problems."

Objectives of the institute with modifications made by participants were as follows:

1. To develop a better understanding of the communication process.
2. To develop an awareness of the problems of communication and methods of handling these problems. (Participants stressed the importance of confrontation with problems here in the relatively safe environment).
3. To improve as communicators through practice of basic skills of writing, speaking, listening, visualizing, thinking, group participation, and leadership.
4. To develop plans for implementing the philosophy expressed in Standards for School Media Programs.
5. To develop ability to help others communicate more effectively through inservice programs and consultant services.

6. To extend the boundaries of one's own learning experiences through sharing with other participants and staff in an open environment.

Participants supported these objectives and the program built around them. In the final evaluation all participants felt they had made personal gains in several of the objectives and most felt they had made personal gains in every objective.

E. Special features

Books were collected from ten of the university libraries and some additional print and non-print materials were purchased to form the special library collection housed in the institute meeting room. Xerox copies were made of relevant periodical articles and housed in a vertical file also in the institute room. Self-service circulation on an overnight basis proved very satisfactory from both staff and participant viewpoints. All were free to use one or more of the university libraries, and some participants did so. But the limited time factor made the special collection on communications a very practical way to provide easy access to most needed items. The bibliography of the special institute collection is listed in the Appendix. Additional materials were distributed to participants as topics were introduced.

Locating, organizing, and making materials available was a time-consuming project which could not have been accomplished without excellent help from the graduate assistant and the institute secretary. All agreed, however, that the effort was justified by the enthusiastic use participants made of the materials. One commented, "Ample materials in all media were made available to us. It became a skill to try to absorb everything. I even tried osmosis!" Another said, "Materials were numerous, well-selected, located conveniently and handled in such a manner that circulation was continuous."

Use was made of many types of audio visual equipment including both audio and video tape recorders. All major presentations were audio taped. The video tape recorder was used in several of the group discussion sessions, in the final session to record participant reports on their projects, and in training sessions for all participants wishing to learn to operate the VTR. (More than two-thirds of the total group chose to take the training.) If another institute of this type were to be held, full-time use of VTR equipment and additional reels of video tape would be requested. There were several times when playback of tapes was desirable, but equipment was not available.

Films relating to the institute program were scheduled on four evenings during the institute, two each week. These were all optional to participants but attendance was very good at each session. Staff and participants thought the films added a worthwhile dimension to the total program but felt that these sessions might have been fewer in number.

One special feature much appreciated by participants was the help of Miss Jean Boyce, institute secretary, who gave them ideas in making weekend and other recreational plans. She secured information about sports, car rentals, reservations, and sight-seeing trips. She also made arrangements for almost half of the total group to go to Stratford, Ontario to the renowned Festival Theatre during the middle weekend of the institute. Participants and staff who chose to make this trip found it to be a memorable experience.

Thursday evening of the first week was highlighted by a party for the institute given in the home of Assistant Dean Kenneth Vance. The participants social committee planned a dinner party for the final Thursday evening which was attended by all members of the institute. Both of these informal occasions helped to provide group unity and enhanced the total program.

F. Strengths and Weaknesses

Participants felt there were many areas of strength in this institute. The theme, the objectives, the program in general, the staff, and their fellow participants, were all cited as outstanding. Staff members were in general agreement with participant evaluation, but they felt that the major strength was the degree of responsiveness to others which their roles allowed them to demonstrate and which most participants also exhibited. They felt that this climate of concern for others promoted personal growth. One participant expressed it in this way, "We learned to trust one another and to share problems, ideas, and solutions."

Aspects of program added at the suggestion of participants have already been cited including planning of new media programs, learning display techniques, visiting University Microfilms and the Ann Arbor Public Schools District Materials Center. All felt this was a strength of the institute, but added activities tended to make an already busy schedule crowded indeed for those who tried to participate in everything. The director urged each participant to take the responsibility for making personal choices, but some found this difficult.

The group enjoyed exploring a case study built from several problems submitted by participants at time of application. Additional studies of this type might have been useful, but this could not be worked into the schedule. The staff discussed ways in which this problem of overloading a schedule could be avoided. One obvious way would be to refuse to make changes in the original plan, but all agreed that this would not be a satisfactory solution. Another possibility would be submitting a proposal which was largely unstructured to allow participant-staff development of a Plan of Operation as a major activity for the institute. This would certainly exemplify the concept of participatory management and might very well be worth trying, although it might pose problems for the team of proposal evaluators who would probably be looking for more detailed planning. Another problem might involve budget and the availability of guest lecturers if the group should decide to invite one or more who had not been included in the original plan. Still, this greater flexibility to develop program with rather than for participants seems very desirable.

Participation training seemed to be the most controversial aspect of the institute program. It was the group process format chosen because it is role-centered rather than personality-centered and it emphasizes growth through discussion instead of through nonverbal activities. Some of the participants felt this part of the program was most significant to them. Others expressed dissatisfaction with both trainers and technique. The majority of participants and all of the full-time staff felt that participation training was a valuable part of the total program. Staff noted that those participants rejecting the group training seemed to have some difficulty in relating to people and might well have had more violent reaction to some of the other methods of group training currently being used (i.e., sensitivity training).

G. Facilities

Most sessions of the institute were held in a large conference room in the Michigan Union on the main campus of the University of Michigan. Materials were located in the meeting room and equipment was stored in an adjacent room. Two other rooms in the Union were used for group discussion sessions and participation training. Since participants were housed in the same building, convenience was the major advantage of the location. The media laboratory sessions were held at the AV Center with a bus chartered to transport participants.

H. Impact

On Participants.--- It is diificult to assess the effect of any program on those taking part. Use of a "Supervisory Inventory on Communication" developed by Donald L. Kirkpatrick as a pre- and post-test had been planned, but copies were not received until after the institute had begun. The inventory was used at the end as a self check for participants, but no comparisons could be made without the pre-test.

Perhaps the statements by participants on the question "What do you anticipate doing differently as a direct result of the institute?" is the best possible indication of the program's impact on them. These are the participants' answers to the above question on the final evaluation:

> "Many things--my staff meeting approach, some of my printed publications to be upgraded, some of my outlets for news (student publications), some new distribution patterns."
>
> "Preparation of annual reports. Method of handling my staff meetings."
>
> "I plan to allow much more feedback among my groups. My aims have changed because of the overall picture of librarianship created at the institute."
>
> "I am going to use more different media, try to improve my own program, push library development harder, be more understanding."
>
> "More participation built into the program development."
>
> "Change in attitudes and perceiving problems of communication."
>
> "Group experiences."
>
> "Innovating a new program of staff relationships."
>
> "Listening, conducting meetings, expressing ideas."

"Becoming more aware of importance of communication process. Learned several ways of approaching problems and new procedures such as inservice for teachers, etc."

"More careful planning of meetings; implementing ideas offered; staff groundwork on goal of individual project."

"To try for a more polished and knowledgeable method of communication."

"A more indirect approach to problem people; developing more patience and long-range planning."

"More work with the staff on program development."

"I shall work out different methods of communication with my administrators. I have limited my communication process too much."

"I will be able to operate more efficiently and communicate my thoughts and ideas more effectively."

"To use more visuals with presentations to the administration. Try my hand at writing for professional journals. The contact with Mrs. Bromage was great for me."

"I intend to spend increased time in planning communicative efforts and greater effort toward 'consensus' planning in appropriate areas."

"Communication with staff; inservice for media staff in participation; programs for various community groups."

"I hope to involve the librarians in decision-making policies and to provide a better two-way communication with people working under me and with my supervisors."

"More significant communication."

"Involve others more. Reschedule routine to be able to place priority in true supervisory role."

"Planning projects with others--librarians, teachers, principals, and others involved in the educational program."

"More and more involvement of teachers and principals in program development when our austerity program is over."

"Not being too upset if I don't communicate instantly, but try another approach."

> "Involving all personnel in the program of library development through use of the group process."
>
> "Individual growth will result in many new communication devices and techniques to strengthen the program back home."
>
> "Involving even more, all of the people with whom I work in more group participation and actions."
>
> "More formal and informal communication. Use more visual media in presentations."
>
> "Defining goals and objectives in lieu of district philosophy. Methods of communication with principals and librarians."

The staff noted in reviewing these responses that everyone had a positive approach to future communications. Most responses were related to improving interpersonal communications and to greater involvement of others in planning and decision-making. If, indeed, participants are able to follow through with these intentions, the institute will have had a valuable impact on library programs throughout the country.

On the Institution.--- Active involvement of the dean and assistant dean in the institute attest to their interest in the program and the possibility of its influencing future developments in curriculum. Several other members of the regular faculty of the School of Library Science have expressed interest in the program and in methods used. Some faculty members attended one or more institute activities.

Certainly the director learned a great many things which will be helpful in her regular teaching assignment. Not the least important was the opportunity the institute afforded to establish professional contacts with faculty members from other departments, some of which will be continuing relationships. There is often a two-way benefit from such contacts. Several of these persons from outside the field of librarianship have expressed their pleasure to be involved and to learn something about school library supervisors.

Finally, the materials developed or purchased for the institute and the equipment used should have their impact on the School of Library Science.

I. Additional Comments

Two other matters deserve to be mentioned in this report. One is the interest in the theme of the institute expressed by several people who could not apply because of previous commitments or ineligibility. Concern for better communication is evident among librarians and library supervisors. Future institutes of this type would be welcomed by many.

Second, state school library supervisors were contacted and asked to supplement published lists of school library supervisors with their updated information. Many did supply lists which were very useful in distribution of brochures. When selections were made, the state library supervisor of each state represented was notified of the person or persons chosen from his state. Several were very appreciative of receiving this information. Perhaps other institute directors might wish to notify the appropriate state-level persons also. If those receiving advanced training through federally-sponsored programs are to exercise their potential leadership and extend the impact of their training, information to those at the state level could be useful.

CONCLUSION

The institute just concluded, "Improving Communication Skills for School Library Supervisors," should be considered successful in fulfilling its purpose. Supervisors who participated can be expected to have a better understanding of the communication process, to perform as more effective communicators in making individual presentations and in handling group situations, and to have evolved more dynamic concepts of their roles. Some growth in these areas was observed in all participants. The degree of growth seemed proportionate to the degree of commitment and effort made by each participant.

Two weeks during July appear to have been the best possible choice of time for holding an institute for school library supervisors. It allowed them to complete plans for summer school and workshops involving the library before coming to Ann Arbor and to return to their jobs to plan for late summer meetings with principals, librarians, and teachers.

The theme and the institute program in general found wide acceptance. The importance of communication in the professional and personal life of every library supervisor has been recognized by participants and other applicants to the institute, persons asked to serve on the institute staff, and many others who have written to express an interest in the program.

Participants seem to have been well-chosen. Most of them quickly became working members of their discussion groups as well as of the total institute. The few who resisted formal group membership provided a real challenge to the others and offered the group an opportunity to learn to handle problems.

In the relatively open environment of the institute, communication breakdown could be examined and sometimes overcome.

The quality and commitment of the staff, including secretary, graduate assistant, guest lecturers, associate director, and full-time instructor have been outstanding. The director could not have wished for a better group of people to implement the plan of operation. Staff meetings were held several times before, during, and after the institute in order to provide the best possible guidance to individual participants and to the group as a whole.

The program was implemented as it was planned with a few additions growing out of participant-staff planning. Some optional activities in the original plan, such as evening film showings and training in the operation of the video tape recorder, and the additions which were also optional, such as the field trips, display committees, and dinner discussion meetings, extended the hours of the institute for staff and participants who chose them. Still, in the opinion of the director, it was worthwhile to provide these extras. Experiences gained during the optional sessions were for some, the most meaningful of the institute.

The request for communication problems as a part of the institute application was valid. These problems allowed participants to verbalize their needs and helped staff members to give better individual and group guidance. Two case studies were written utilizing information from the participants' problems, but time permitted use of only one. Exploration of this case after discussion of approaches to problem-solving was a useful learning experience. In another institute the director would do more with case studies. Use of the single example did provide participants with an understanding of the case study method and suggests the possibility of its use with backhome staff groups.

For the director, this institute has been truly satisfying. Though some changes would undoubtedly be made if she were to direct another institute of this type, they would be minor changes and in the direction of greater opportunity to plan with participants.

It is hoped that the newsletter follow-up will reveal continued growth in communication skills as participants have an opportunity to reflect on institute learnings and apply them with selectivity and zest, tempered with patience.

PARTICIPANT ROSTER

NAME OF PARTICIPANT	HOME ADDRESS	PRE-INSTITUTE EMPLOYMENT ADDRESS	POST-INSTITUTE EMPLOYMENT ADRRESS	NO. OF DEPENDENTS
Elizabeth C. Anderson	5229 Whispering Oak Birmingham, Mich. 48010	West Bloomfield School District 3380 Orchard Lake Rd. Orchard Lake, Mich. 48033	SAME	NONE
M. Antoinette Bernier	913 College Houghton, Michigan	Hancock Public Schools Hancock, Michigan 49930	SAME	NONE
Rolland G. Billings	2234 Delaware Drive Ann Arbor, Michigam 48103	Ann Arbor Public Schools 1220 S. Wells Ann Arbor, Michigan	SAME	4
Mike R. Boring	Rt. 5, Box 517-0 Olympia. Washington 48501	Olympia School District 111 1113 E. Legion Way Olympia, Washington 98501	SAME	3
Burton H. Brooks	P.O. Box 211 Grand Haven, Mich. 49417	Grand Haven Public Schools 734 Park Street Grand Haven, Michigan 49417	SAME	4
Phyllis B. Brown	320 North Ave. Avon, New York 14414	Churchville-Chili Central School 139 Fairbanks Road Churchville, New York 14428	SAME	NONE
Margarett G. Cooper	1395 Corry Street Yellow Springs, Ohio 45387	Board of Education Yellow Springs, Ohio 45387	SAME	NONE
L. Lucille Crawford	1719 Fulton Rd., NW Canton, Ohio 44703	Canton City Schools 618 High Avenue, NW Canton, Ohio 44703	SAME	NONE
Wilma D. DeBernardi	455 Highland Ave. Chambersburg, Pa. 17201	Chambersburg Area School District 511 South Sixth Street Chambersburg, Pa. 17201	SAME	NONE

NAME OF PARTICIPANT	HOME ADDRESS	PRE-INSTITUTE EMPLOYMENT ADDRESS	POST-INSTITUTE EMPLOYMENT ADDRESS	NUMBER OF DEPENDENTS
Rubye P. Downs	1306 Apache Drive Salina, Kansas 67401	Unified School District 305 P.O. Box 808 Ualina, Kansas 67401	SAME	NONE
Evelyn W. Fambrough	415 W. Apache Rd. Flagstaff, Arizona 86001	Flagstaff School District 701 Kendrick Street Flagstaff, Arizona 86001	SAME	NONE
Eleanor M. Fenwick	P.O. Box 352 Leonardtown, Maryland 20650	Board of Education of St. Mary's Co. P. O. Box 343 Leonardtown, Maryland 20650	SAME	NONE
Annetta R. Freedman	4 Suncrest Road Andover, Massachusetts 01810	Town of Andover Department of Public Schools Andover, Massachusetts 01810	SAME	NONE
Thalia M. Geisler	6005 N. Fleming Spokane, Washington 99208	Spokane School District #81 825 V. Trent Avenue Spokane, Washington 99201	SAME	NONE
Harriet M. Limbird	33905 Rd. 182 Visalia, California 93277	Visalia Unified School District 200 S. Dollner Street Visalia, California 93277	SAME	3
Jane C. Lucchesi	Box 247 South Range, Michigan 49963	Adams Township Schools Painesdale, Michigan 49955	SAME	NONE
Cathleen V. Mahoney	743-44 Street Brooklyn, New York 11220	Board of Education New York City P.S. 105 - 1031 59 St. Brooklyn, New York 11219	SAME	1
Odalie S. McDonald	1728 - 79th Ave. Baton Rouge, Louisiana 70807	Louisiana Dept. of Education Baton Rouge, Louisiana 70804	SAME	2

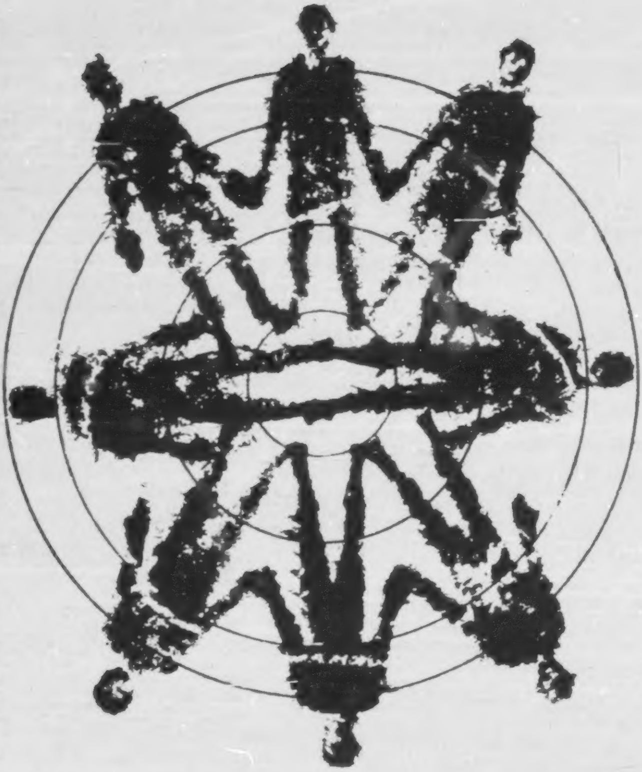
NAME OF PARTICIPANT	HOME ADDRESS	PRE-INSTITUTE EMPLOYMENT ADDRESS	POST-INSTITUTE EMPLOYMENT ADDRESS	NO. OF DEPENDENTS
Ruth C. McMartin	2431 South 9th Street Fargo, North Dakota 58102	Fargo Public School Bd. of Educ. 1104 2nd Avenue South Fargo, North Dakota 58102	SAME	NONE
Sister Audrey Miller	1722 Brownsville Road Pittsburgh, Pa. 15210	Sister Adrian Dimmerling 1803 Concordia Street Pittsburgh, Pa. 15210	SAME	NONE
Patrick O'Donnell	209 Mulberry Rd. Newark, Delaware 19711	Newark School District 83 E. Main Street Newark, Delaware 19711	SAME	3
Andrea B. Protacio	P.O. Box 2589 Agana, Guam 96910	Department of Education Government of Guam Agana, Guam 96910	SAME	NONE
Joy S. Riske	319 East Fifth Ave. Cheyenne, Wyoming 82001	School District #1 Laramie County Administration Building Cheyenne, Wyoming 82001	SAME	NONE
Thomas K. Risto	23350 Meadow Park Detroit, Michigan 48239	Garden City Public Schools 29155 Pardo Street Garden City, Michigan 48135	SAME	2
Margaret K. Schumacher	1022 Shenley Drive Erie, Pa. 16505	School District of the City of Erie 1511 Peach Street Erie, Pennsylvania 16501	SAME	NONE
Ida B. Self	1621 Rosemont Drive Norman, Oklahoma 73069	Board of Education Box 1007 Norman, Oklahoma 73069	SAME	NONE
Grace E. Shope	1621 Old York Road Apt. 2A Abington, Pa. 19001	Abington School District Abington, Pennsylvania 19001	SAME	NONE
Jacqueline E. Torres	7946 Leonora Houston, Texas 77017	Goose Creek Consol. School District P. O. Box 30 Baytown, Texas 77520	SAME	NONE

NAME OF PARTICIPANT	HOME ADDRESS	PRE-INSTITUTE EMPLOYMENT ADDRESS	POST-INSTITUTE EMPLOYMENT ADDRESS	NO. OF DEPENDENTS
Pat F. Updegrove	111 Seaside Lane Texas City, Texas 77590	Texas City Indep. School District P. O. Box 1150 Texas City, Texas 77590	SAME	NONE
Jack Weinstein	817 West Church St. Elmira, New York 14905	Elmira City School District 951 Hoffman Street Elmira, New York 14905	SAME	10

The University of Michigan

School of Library Science

Improving Communication Skills of School Library Supervisors



July 20 -31, 1970

PURPOSE

Success for the school library is dependent upon ability to communicate effectively with a variety of individuals and groups. This institute will offer selected participants an opportunity to improve communication skills and to evolve more dynamic role concepts. Because the process of communication is highly complex and interfaces *multiple skills,* the staff will include specialists in *group dynamics, speech, writing,* and *media design,* in addition to several nationally-known school library supervisors and library educators. Participants, too, are expected to bring to the program a variety of experiences which will be utilized for learning through discussion and role playing activities.

Specific Objectives

1. To help participants develop a better understanding of the communication process.
2. To make participants aware of the problems of communication and to help them learn to handle these problems more effectively.
3. To help participants improve as communicators through practice of basic skills of writing, speaking, listening, visualizing, thinking, group participation, and leadership.
4. To help participants learn to use visual media effectively in their own communications.
5. To help participants develop plans for implementing the philosophy expressed in *Standards for School Media Programs.*
6. To help participants guide school librarians and other media personnel with whom they work in communication activities.
7. To give participants an opportunity to extend the boundaries of their own learning experiences through sharing with other participants and staff in an open environment.

PROGRAM

The institute will focus on the process of communication and will provide for a maximum personalization of content in both group and individual activities. All facets of a supervisor's role may be explored, or certain areas may receive concentrated attention, dependent upon participant needs and interests. Scheduled presentations by the full-time staff and guest lecturers will ensure consideration of the following topics: (1) improving skills in writing, speaking, listening, and visualizing; (2) working productively with groups at all levels; (3) helping librarians to communicate more effectively with teachers and with students, especially those who are culturally different; (4) cooperating with public and other libraries within the community; and (5) implementing multi-media programs. Participation training and training in program planning, which have been used successfully with adult education groups for a number of years, will initiate the program and set a climate for productive group learning.

Methods to be used will include lecture with question and answer feedback, group discussion, individual study, role playing, case study, media demonstration and production, games, and conferences with regular instructors and guest lecturers. During the second week, each participant will develop either a written or an oral presentation for back-home use incorporating one of a variety of media to be demonstrated. Media production assistants and consultants in speaking and writing will be available to help participants implement this assignment. A bibliography will be sent to all participants before the institute to enable them to do recommended reading in advance.

No academic credit will be given for the institute.

PARTICIPANTS

"School library supervisor" is intended to include any school librarian with supervisory or management responsibility beyond the single building level. Such a person may be called director, coordinator, consultant, etc.; and he may function at a district, regional, or state level without geographical restrictions.

To be eligible an applicant must have a fifth year library degree and serve currently, or be scheduled to serve within the next school year (1970-71), in a school media supervisory position. All completed applications will be reviewed and thirty participants selected.

OTHER INFORMATION

Stipends

Participants are eligible to receive stipends of $75 per week ($150 for the institute) and $15 per week for each dependent. Each participant will be responsible for the cost of room, board, travel, and purchase of textbooks.

Housing and Meals

Rooms have been reserved for all participants at the Michigan Union on the University campus. Institute sessions will also be held in the Union. Cost per day will be $11 for a single room and $8.25 for one person sharing a twin room. Because the institute program is planned as a unified and intensive learning experience, it is expected that participants will not bring their families.

All members of the institute will eat lunch together daily in a reserved dining room. Other meals may be taken at the Union or other nearby restaurants.

Recreation and Informal Program

Most of the evenings have been left unscheduled to allow participants to choose activities that are of interest to them. Films, learning games, and books will be available in the institute meeting room. The general library offers a rich collection of more than four million volumes. Plays, concerts, golf, swimming, and other recreational activities are among the possibilities. During the middle weekend, participants may wish to visit Detroit or plan a brief sightseeing trip to one of several scenic spots in Michigan or Canada.

STAFF

Director: **Dr. Helen D. Lloyd**, Assistant Professor of Library Science, The University of Michigan; formerly Director of School Media Services, Oklahoma City Public Schools. Associate Director: **Mrs. Alice C. Rusk**, Bureau of Library Services, Baltimore City Public Schools. **Mrs. Audrey Biel**, Director of Personnel, Detroit Public Library; formerly, Coordinator of Young Adult Services, Detroit Public Library. **Dr. Richard Darling**, Director, Department of Educational Technology, Montgomery County, Maryland, Public Schools. **David Hessler**, Assistant Professor and Audio-Visual Consultant, Western Michigan University. **Dr. Herbert W. Hildebrandt**, Secretary to the University, Assistant to the President, Associate Professor of Speech, The University of Michigan. Mrs. **Frances Kennon Johnson**, Instructor, School of Education, University of North Carolina at Greensboro; formerly, Director, AASL School Library Development Project, 1961-1962. Miss **Crystal McNally**, Coordinator of Libraries, Wichita, Kansas, Public Schools; Chairman of the Supervisor's Section of AASL. **Dr. Allen Menlo**, Professor of Education, The University of Michigan. **Mrs. Faith Murdock**, Director of Libraries, Detroit Public Schools. **Dr. Robert M. Smith**, Associate Director, University Center for Adult Education; Wayne State University; co-author of *Guide to Program Planning and Adult Education Procedures*. **Dr. Kenneth E. Vance**, Assistant Dean, School of Library Science, The University of Michigan.

THE UNIVERSITY OF MICHIGAN
SCHOOL OF LIBRARY SCIENCE
ANN ARBOR, MICHIGAN 48104

HEA Institute "Improving Communication Skills for School Library Supervisors"
July 19 - 31, 1970

PARTICIPATION TRAINING

Objectives

Participation Training is a methodology designed to assist persons achieve certain objectives. It is a methodology which utilizes discussion as the broad framework, pointing toward certain objectives. Those objectives coincide with several of the Specific Objectives of the Institute. They are:

1) To help participants develop a better understanding of the communication process.

2) To make participants aware of the problems of communication and to help them learn to handle these problems more effectively.

3) To help participants improve as communicators through practice of basic skills of writing, speaking, listening, visualizing, thinking, group participation, and leadership.

7) To give participants an opportunity to extend the boundaries of their own learning experiences through sharing with other participants and staff in an open environment.

Note: Underlining indicates the points where the Institute objectives and the Participation Training objectives coincide.

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LIBRARY INSTITUTE 1970
PARTICIPATION TRAINING

An Assumption

Everyone has some assumption from which he operates. It may be recognized by the individual, or unrecognized; it may be openly stated, or subtly hidden. Whether recognized or not, whether open or not, it is still there.

The assumption one holds affects his attitute and his behavior. He acts, if you will, out of his assumption. If, for instance, an individual holds the assumption that securing money is the most important thing in the world, his behavior towards people and things will be in tune with his assumption about what is most important.

There is a strange thing about assumptions. It is the unseen force within an individual which is read more easily by someone else. You can verbally say you are concerned about persons, but if your inside dynamics says non-verbally you use people to get ahead, the inside dynamics will come through louder to other individuals.

We, as the training staff for Participation Training, hold an assumption. It is verbally "that people and systems should function in a way that help other people develop". As far as we can tell the message is the same non-verbally. If that is not so, we request you let us know. For, you see, if is important to us that the verbal and non-verbal message be the same, and we want it to read...

People and systems should
function in a way that
help other people develop.

It is difficult to imagine life outside of a people and system situation. We are all so much a part of some organization which is people and systems. The school is people and systems. The library is people and systems. A committee meeting is people and systems. Even Participation Training is people and systems.

People and systems should exist for the benefit and development of other people. All of us believe it, but sometimes we forget and let activities benefit the system and crush people. Wearing a white shirt and tie to work, as system standard, could be crushing people. Or it could be developing people.

There is a tension between people and systems. For us it is not a case of either-or, but rather a case of both-and. We know pretty well how to be in the either-or situation. Though we are still learning, we have some answers on how to act in a both-and situation in order to help people develop. Hopefully, you will ~~be~~ learning too as we work together in Participation Training.

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PARTICIPATION TRAINING

What is Participation Training

Participation Training is a series of related learning experiences which are designed to help persons practice and learn effective and meaningful skills related to working in small face-to-face groups. Participation Training is a learning tool which primarily utilizes one of the natural activities of life--conversation. Participation Training is a training experience that allows persons to learn content important to them; at the same time they are learning skills needed for effective participation.

The initial research for Participation Training was conducted and completed at Indiana University in the mid 1950's. The explorations by Professors Paul Bergevin and John McKinley into the effectiveness of adult learning groups revealed that much training had taken place with the stated leaders of groups. Yet the groups had not reached their potential effectiveness. Tee conclusion reached was: it is not sufficient to train just the leader of a group; the participants need training also. Participation Training filled this void with its concern on (1) assisting group members learn effective membership skills and on (2) assisting members and leaders at the same time to learn effective leadership skills.

Over the years some modification has taken place, but the basic premise and basic learning structure has remained constant. Teamwork among group members and effective communication was, and remains, the two foci of Participation Training.

The structure of Participation Training is most clearly seen in the tasks which need to be completed in most of the sessions. Those tasks are: As a group (a) select a topic for discussion; (b) develop a statement of what the group wants to accomplish by spending time discussing the topic (goal statement); (c) develop a discussion outline, i.e., identify the areas to be considered in order to reach the goal; (d) oonduct the discussion; and (3) evaluate the discussion in terms of teamwork and goal achievement. Since each session is of a prescribed length of time, the clock provides a pressure of encouragement.

A trainer (teacher) works with the group in order to help it learn. Making brief presentations, "freezing the action" in order to help the group understand what it is or is not doing, and joining in the evaluation are the primary ways the trainer works with the group members.

Each session has certain participants who assist the group. The Leader facilitates the planning, the discussion and the evaluation, helping the conversation to stay on the track decided by the participants. A Recorder writes the essence of each contribution on a board or flipchart where all may see and thus note the ideas and progress of the group for present or future reference. An Observer sits apart from the group to note how the members work as a team and reports in the evalution period following each discussion. Persons to assist the group in these ways are secured from the group on a voluntary basis and change with each session.

Since Participation Training allows persons to learn content important to them, that content comes from the concerns of the group members. The "trainer" does not impose the subjects (topic) the group will be talking about; this is the group's responsibility to determine.

One unique feature of Participation Training is its flexibility for focus within the learning structure. Even though teamwork and communication are the basic foci, the following elements relating to effective face-to-face groups can also be emphasized: (1) goal-directed activity; (2)self-directed evaluation(3)cooperative decision-making; (4) self-developed commitment; (5) developing an encouraging climate; (6) speaking and listening skills; (7)managing conflict; (8)developing group standards and norms; and (9) self and group-related awareness.

Thus, Participation Training affords a means for persons to practice and learn skills and content, as well as a means for persons to develop their potential within the context of group interrelatedness.

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Conditions for Effective Participation

It has been found through experience that there are a number of conditions that can help increase effective participation. When present, these elements help in the exchange of personal beliefs and feelings, and the sharing of experiences.

One condition is good physical facilities. These facilities should serve the group by providing privacy, confort, and flexibility. For example, if the group decides to experiment with what effect a different seating arrangement has, the room or facility should allow that flexibility. Either a blackboard or large pad of newsprint needs to be available for the group to see and to use as needed.

Along with physical arrangements that encourage an open atmosphere there are other conditions that encourage participation: Two-way communication--both listening and speaking; freedom of expression so that each group member feels free to be accepted for whatever he says or feels; acknowledgement that each of us is a unique individual; and support for the expression of each person's individuality.

Other conditions are accepting the responsibility for our own personal growth, and shared goal-setting and planning procedures. By knowing and accepting the various responsibilities (participant, leader, recorder, observer), the entire group can move toward active, voluntary participation.

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An Accepting Atmosphere

If in our groups we can communicate to others that we understand how they think and feel but that we are not judging them or condemning them, we will have make a prime move in helping people change their old patterns. If, in relation to group members, a person feels accepted no matter what he utters, and understood whatever his attitude, he is freed to face his ambivalence squarely. His fears and anxieties concerning personal and social disapproval are gradually reduced. He need not remain or become defensive. No one is attacking, blaming, or condemning him. He doesn't feel threatened or fearful. No one insists on making him other than he wishes to be or to become. His integrity is respected. Not having to fight against others imposing their will on him, he is left free to struggle or not to struggle with his own.

Learning to express his differences in an atmosphere which carries no threat, a person can face himself, assume responsibility for thoughtful choices and decisions, recognize his weaknesses, use his strengths without defensively imposing them on others, and accept help from others. In the free and open exchange of ideas and feelings between members of the group, no one needs to be competitive, no one has to win or prove himself right, no one has to be exposed to ridicule, sarcasm or condemnation. Together the members explore ideas or situations, test their insights, old and new, through the combined contributions and helpful criticism of all the members. Feeling the support of others, recognizing the common failings and uncertainties of all, being understood, being left free to make their own decisions, being respected for thier unique contributions--these attitudes and feelings about standards lead members of a group to want to help each other, to grow together and to work together. In such a cooperative atmosphere the individual doesn't need to feel isolated, unsure of himself, hostile, competitive, or defensive. He can be himself and also feel that he belongs to the group.

To create an atmosphere free from fear, from arbitrary authority, an atmosphere in which language, feelings, and attitudes can be honestly examined, on the part of the members of the group:

1. A non-judgmental attitude; that is, the absence of a narrowly moralistic attitude, on the part of the members of the group.

2. A realization by all group members that all motivation and all significant learning are, in the final analysis, personal.

3. The acceptance as a group standard of the member's right to be different and to disagree.

4. A realization in the group that all genuine growth stems from the creative power within the individual.

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PARTICIPATION TRAINING

Three Elements of Structure

By bringing to group discussion a variety of personal experiences, beliefs, and feelings we find ourselves in need of a discipline or method by which we may effectively communicate with one another. One method of effective discussion is Participation Training which makes use of three elements of structure: TOPIC GOAL OUTLINE

The TOPIC is what we are going to talk about.

The topic is posed as a question, but it is not helpful to have a topic question that can be answered by yes or not. A topic is considered to be good when it allows us to express ourselves freely and when it permits a growth of knowledge and an exchange of ideas and attitudes to exist among the members of the group.

TOPIC EXAMPLE:
How can school librarians better serve their educational communities?

The GOAL is why we are going to discuss the topic.

Since a goal is the target or achievement toward which our efforts are directed, it is hoped that by the end of the discussion some learning or change will have taken place among the participants.

The goal should:
Be clearly stated so that all the participants understand it
Be seen by all participants (written on a blackboard or on some other easily visible area)
Be specific and not too broad in scope
Be attainable in the amount of time allotted for the discussion
Be stated in terms of desired changes in the participants' behavior, feelings and/or understandings.

GOAL EXAMPLE:
By the end of the discussion we will have:
Delineated at least 3 common problems we face in serving our educational communities
Shared our different ways of relating positively to our educational communities
Increased the balance of our verbal participation to at least 75% of our group
Improved our feeling of acceptance in the group

The OUTLINE is how we are going to get to the goal.

The outline may be considered a road map. By following the steps or directions that are the main features of the discussion we should all arrive at our destination (the goal). It is helpful if the steps in the outline are broad enough to enable all the participants to share in the discussion.

OUTLINE EXAMPLE:
What do we mean by educational communities?
What are the needs of our educational communities?
What services are we providing to meet these needs?
What problems do we have in meeting the needs?
What are some ways of more fully serving our educational communities?

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Responsibilities Within the Group

When a person agrees to be a group member it is assumed that he will accept certain responsibilities within that particular group. In relation to the groups that will be a part of this educational experience it is assumed that persons will accept the responsibility both to help the group develop into a learning team, and to further his personal development and that of other group members.

Participants who accept this responsibility will seek to develop the following qualities. They will try to have an accepting attitude toward each other. This means learning to listen actively, encouraging but not forcing each other to speak, and being open to both the ideas and the feelings of others. It means developing a greater capacity to be honest in stating one's own ideas and feelings, which is dependent on an open, non-judgmental environment, and the development of mutual trust. Group members also need to develop skills in effective two-way communication, building on each other's ideas, deciding and maintaining relevant elements of structure, keeping on the subject once the group commitment is made, and evaluating constructively. The ability to set realistic objectives and work together to realize them are also important skills.

Group growth and learning is dependent on each individual participant and not on any particular, defined position assumed by a group member. Certain special responsibilities facilitate the accomplishment of the task set by the group. Persons accepting the responsibility to serve the group in these positions do so on a voluntary basis. These positions are LEADER, RECORDER, AND OBSERVER.

The LEADER helps the group accomplish its task by initiating the planning, discussion, and evaluation portions of the discussion. He helps the group keep on the subject, but also allows for alterations and adjustment as appropriate. He encourages members to participate, seeks clarification, and assists in the process of authentic communication. He is responsible for keeping track of the time. He remains neutral as far as the subject is concerned, and devotes himself to helping the group achieve its goals.

The RECORDER helps the group by writing on the blackboard during the planning process, and also during the discussion, if the group wishes the discussion recorded. He also seeks clarification, and seeks to facilitate authentic communication. He remains neutral and records all suggestions made by group members.

The OBSERVER helps the group by keeping track of how the group functions. He helps the group see itself. He sits apart from the group and does not enter into the discussion. During the period of evaluation he shares his observations and reports objectively what he saw happening within the group. Some of the things the observer should look for are the atmosphere of the group (accepting, negative, friendly, hostile), teamwork (building on each other's ideas, seeking clarification), the quality of listening, the level of communication, domination by a group member, and the degree of active participation. The group may ask the observer to watch for specific things if it so wishes. The observer does not identify persons by name at the beginning, but may do so as the level of trust increases within the group. After the report the group should then decide which areas need improvement and which skills need to be developed further.

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LIBRARY INSTITUTE 1970
PARTICIPATION TRAINING

The Observer

The observer makes a brief account of what happened as the participants discussed and worked together. He fixes his attention on how the group operates.

He watches for signs of teamwork----or lack of it.

He does not take part in the discussion and does not report his observations until asked to do so by the group. Usually his report will come at the end when the leader asks for the observer's report and the group evaluates their conversation. However, the group may pause during its discussion to ask him for observations it might use to make better progress.

WHEN YOU OBSERVE

Watch for activity or behavior which seems to help or hinder productive teamwork. Some areas to aid you in your observing are:

- Is the atmosphere tense or relaxed? What behavior supports your answer?
- Is participation fairly balanced? What are some specific examples?
- Do participants help each other to express their ideas? In what way?
- Does the group stick to its decisions? At what points did they fail to do so?
- Do participants look at the leader? the board? each other? Look for examples.
- Is the listening active? What activity supports your answer?
- Is the group depending too much, too little, on the leader? In what way is this evidenced?
- Do participants ask as well as tell?
- Are some participants left out? How many? Do they appear to be left out verbally or in some other way?
- How does the leader and/or recorder affect the group? Look for examples.

SUGGESTIONS FOR REPORTING

1. It is better not to identify participants by name, especially early in the training. Names may be used as the trust level increases.

2. It is helpful to the group to present observations as objectively as possible and in such a manner as to help the group in considering its failures and/or successes.

3. Do not state what should have been done; that is for the participants to decide.

4. Make your report brief and to the point.

5. Sit where you can see the participants' faces.

6. The observer is concerned with "process" rather than "content". However, some reference to the content of the discussion may be necessary.

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PARTICIPATION TRAINING

Evaluation

Assuming one wishes to use his experiences in order to learn, it is essential to reflect upon each experience. In this group we will be using two basic methods of evaluation, or reflection. One will be the observer's report, which will enable the group to see itself objectively. The other method will be to use various printed evaluation forms which will also help the group determine if and how it has grown, where improvement is needed, and to decide what, if anything, needs to be done differently.

Evaluation is simply a tool that is used to measure progress, and is a necessary part of any learning, growing group process. It is not meant to be critical or judgmental, but simply a method for honestly seeing where the group is at any given time.

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Consensus

Vote taking is a very democratic procedure. It gives everyone a chance to express themselves. It is in line with the democratic processes in the United States. Most persons know what vote taking is and how it works.

Research from the behavioral science field indicates a problem. Whereas voting is a speedy methodology, it works against the cohesiveness of a group. Those who won have the feeling of superiority. Those who lost feel beaten and often exhibit non-cooperative, overtly or subtly subversive behavior.

Consensus, though taking longer, has the value of cementing a group. It secures commitment from all persons, even though the degree of commitment may vary from person to person.

If used, when is consensus achieved? It is achieved when all the persons are willing to put some energy into seeing that the decision is carried out. Some persons might be putting more energy into following through than other persons, but no one is resisting the decision or holding a neutral position. Consensus is arrived at by conversation and is "read" rather than tabulated. In some groups who use consensus, the standard is that a group member will say "I offer as consensus--- (statement as to what he feels is consensus)---". If anyone is unwilling to shoulder some energy in seeing the decision is carried out, that person would say "I disagree and suggest that our consensus is--- (statement of what he feels the consensus is)---".

The task with consensus thus becomes a task of centering down and finding the ground common to all persons of the group, for which each person will expend energy.

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PARTICIPATION TRAINING

The Trainer in Participation Training

Words carry meaning. The same word, when presented to different persons, can have different meaning to each one. Webster tried to solve this problem.. However, Webster found a word can have several different meanings, depending upon the context in which it is used.

"Trainer" is a word which can have several meanings. When associated with animals it can have one meaning. It could have a different meaning when associated with people... or maybe it has the same meaning as when associated with animals.

In Participation Training the word "Trainer" is used to identify the teacher. The "Trainer" has something to teach or to pass on to other persons. However, a "Trainer" exists in order to help persons learn. And to help persons learn often means he must put teaching into the background. In that way he may be doing his most effective teaching...while it looks like he is not teaching at all.

A "Trainer" in Participation Training is usually found outside the group, physically, during the planning periods and the discussion periods. From such a position he is able to better see what is happening and then to assist the group in its learning. During the early stages of Participation Training the "Trainer" may make frequent interruptions by breaking into what is happening. As teamwork and learning develops the interruptions become less frequent.

Most "Trainers" will physically join with the group during the evaluation periods. In this manner they can be a part of the conversation, assisting as appropriate. Again, as the group matures the "Trainer" will often become less active and may even remain physically outside the group during the evaluation period.

A "Trainer" in Participation Training realizes he is working with adults. He understands that adults have the ability to identify and analyze their own problems. He knows that adults have much knowledge and many experiences from which to draw. He knows that adults learn and retain more through discovery than through being told. A "Trainer" in Participation Training understands that adults can control themselves and are capable of making decisions which will be to their benefit. A "Trainer" also knows that adults are in the process of developing their possibilities and potentials, and that assistance can be helpful in that process.

A "Trainer" is a teacher. But remember, the behavior of a "Trainer" just may be different from that which has normally been associated with the usual teacher.

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PARTICIPATION TRAINING

Functional Leadership

In order for a group to be a "good" group, a variety of functions must be performed by members of the group. In group discussion there are some functions which help the individuals to move along in their conversational task. Those functions are called Task Functions. In addition, there are some functions which help to maintain the cohesiveness between individuals. Those functions are called Maintenance Functions. In an effective group both kinds of functions are being performed.

Below are listed six functions, which when performed, help to maintain, support, and strengthen the group. MAINTENANCE FUNCTIONS:

1. ENCOURAGING: Being warm and responsive to others; accepting the contributions of others; giving others an opportunity for recognition.
2. EXPRESSING GROUP FEELINGS: Sensing and expressing the feelings, mood, relationships within the group; sharing own feelings with other members.
3. HARMONIZING: Attempting to reconcile differences and reduce tensions by giving persons a chance to explore their differences.
4. COMPROMISING: When own ideas or status is involved in a conflict, offering to compromise; admitting error, disciplining oneself to maintain group cohesion.
5. GATE-KEEPING: Keeping communication channels open and facilitating the participation of others.
6. SETTING STANDARDS: Helping to set the group rules necessary for the group to operate effectively. Bringing out into the open some of the implicit rules by which the group actually does operate.

Below are listed six functions, which when performed, help to get the job done. TASK FUNCTIONS:

1. INITIATING: Proposing tasks or objectives; defining and suggesting ways to solve a problem the group has; suggesting procedures or ideas.
2. INFORMATION OR OPINION GIVING: Offering facts; stating a belief; giving suggestions or ideas.
3. INFORMATION OR OPINION SEEKING: Requesting facts; asking for suggestions and ideas.
4. CLARIFYING OR ELABORATING: Interpreting or reflecting ideas and suggestions; clearing up confusions; indicating alternatives before the group; giving examples.
5. SUMMARIZING: Pulling together related ideas; restating suggestions after the group has discussed them; offering a decision suggestion for the group to accept or reject.
6. CONSENSUS TESTING: Checking with the group to see how much agreement has been reached; testing the consensus that seems to have been reached.

An individual, during the conversation, should make every attempt to determine the status of the group. Having "read the group", the group member should (1) continue doing or (2) do differently, activities (functions) which would be most beneficial to the group in moving it along or further developing its cohesiveness.

In addition to Task and Maintenance Functions which are necessary to the life and work of every group, there is another type of function which is not of particular help to the life and work of the group as a whole. These functions, when performed, are usually intended to help the person himself rather than the group as a whole. These functions are called SELF-SERVING FUNCTIONS:

1. DOMINATOR: Interrupts, embarks on long monologues, tries to lead the group, is autocratic, monopolizes.
2. BLOCKER: Rejects ideas, takes negative attitude on all suggestions, argues unduly, refuses to cooperate.
3. AGGRESSOR: Struggles for status; deflates ego or status of others.
4. PLAYBOY TYPE: Displays a lack of involvement by horseplay, inappropriate humor.

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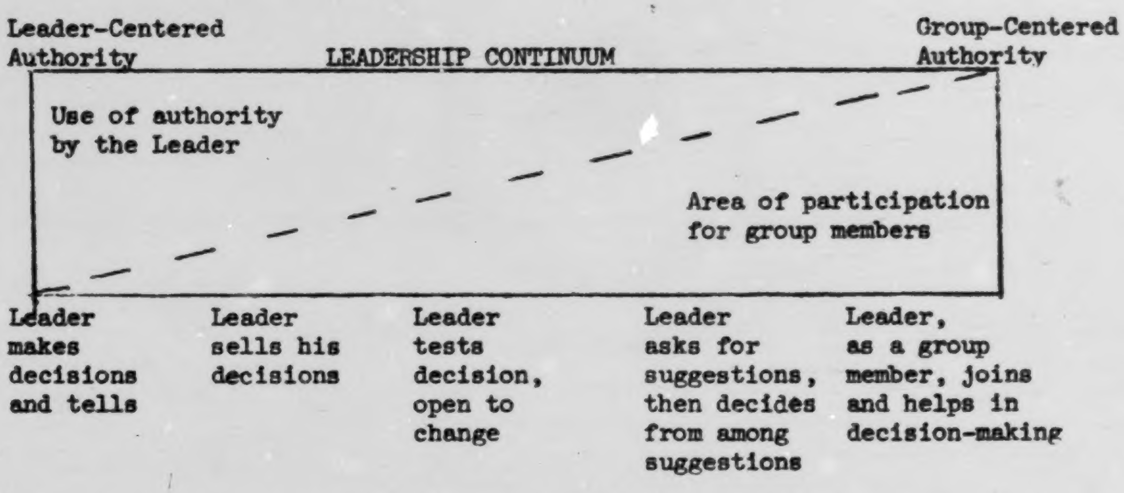
Decision-Making and the Group

Developing an open, trusting, participating, team group of individuals is no easy matter. A number of dynamics is involved, all of which are interrelated. One dynamic, which is considered here, is decision-making.

Research and experience indicates the more the involvement by individuals in decision-making, the greater will be the commitment toward the decision. When individuals have a chance to participate in decision-making, not only does commitment increase, but also open communication, the trust relationships, and teamwork.

A decision-making model is pictured below. It shows the changes in authority and participation as a group of individuals moves from the Leader-Centered Authority to the Group-Centered Authority. Five examples of the stated leader's activities are included in order to further define the differences on the Leadership Continuum.


Leader-Centered Authority
LEADERSHIP CONTINUUM
Group-Centered Authority
Use of authority by the Leader
Area of participation for group members
Leader makes decisions and tells
Leader sells his decisions
Leader tests decision, open to change
Leader asks for suggestions, then decides from among suggestions
Leader, as a group member, joins and helps in decision-making

An individual who has had little experience with the Group-Centered Authority in decision-making often finds it difficult to be an effective stated leader. Much of the American culture has pictured the stated leader as "leading the group". This mind set must give way to "working with the group" when Group-Centered Authority is in operation. Facilitating behaviors are then called for rather than so-called leading behaviors.

It should be kept in mind that decision-making usually becomes slower when centering the authority in the group. However, commitment increases on the part of the individuals. The question of teamwork may be the crucial consideration in deciding where the authority should reside in decision-making; Group-Centered Authority, though slower, supports the development of group teamwork.

NOTE: It may be that when individuals have developed appropriate skills a decision can be reached equally as fast no matter which decision-making approach is utilized.

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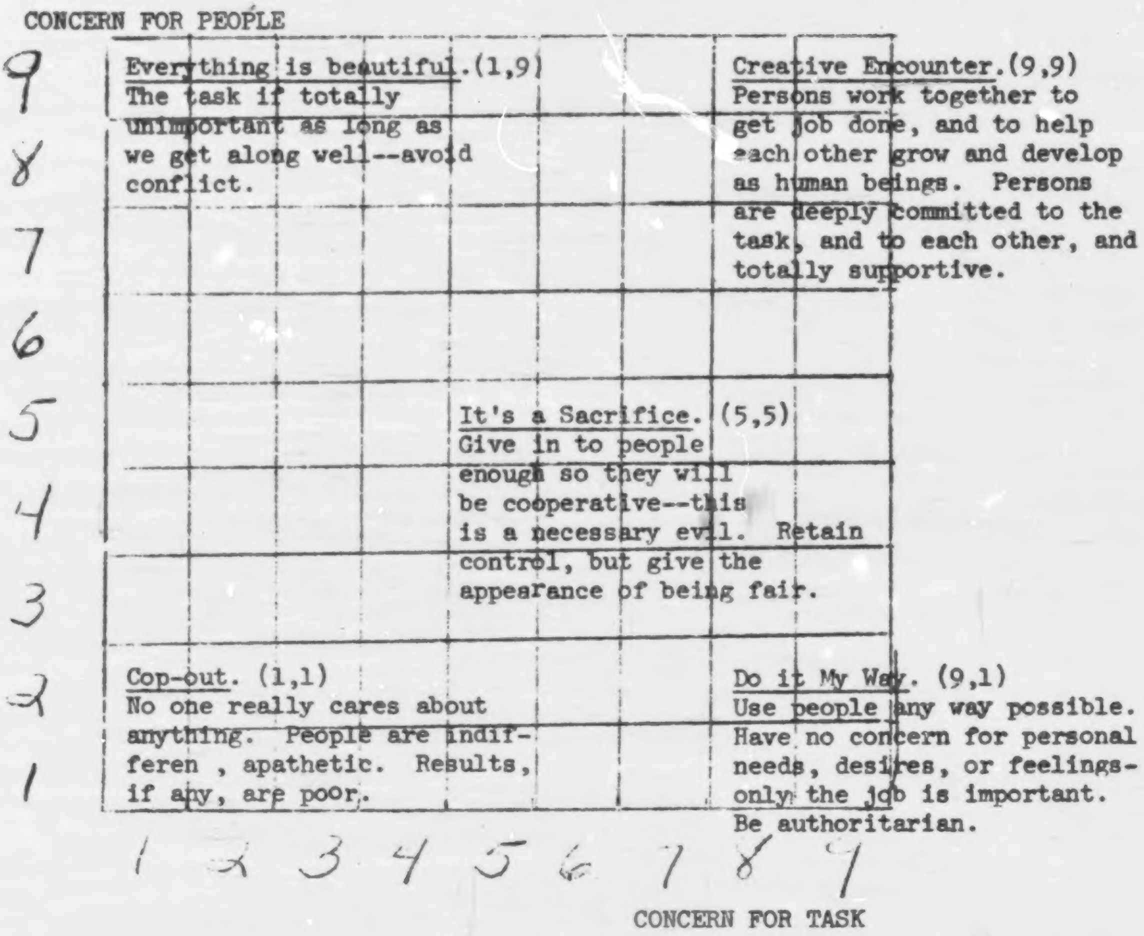
People-Task Measurement Grid



Everything is beautiful. (1,9)
The task if totally unimportant as long as we get along well--avoid conflict.

Creative Encounter. (9,9)
Persons work together to get job done, and to help each other grow and develop as human beings. Persons are deeply committed to the task, and to each other, and totally supportive.

It's a Sacrifice. (5,5)
Give in to people enough so they will be cooperative--this is a necessary evil. Retain control, but give the appearance of being fair.

Cop-out. (1,1)
No one really cares about anything. People are indifferen , apathetic. Results, if any, are poor.

Do it My Way. (9,1)
Use people any way possible. Have no concern for personal needs, desires, or feelings-only the job is important. Be authoritarian.

Institute
School of Library Science
The University of Michigan

July 24, 1970
Mary Frances K. Johnson

PROFESSIONAL PUBLICATIONS AND WRITING AS A MEDIUM OF COMMUNICATION
A Discussion Guide

What is communication?

1. The Lasswell model
2. The Berlo model

Some implications of communication models

1. "Audience research"

   KNOWING THE AUDIENCE IS BASIC TO CHOICE AND DESIGN OF MESSAGE - AND TO CHOICE OF MEDIUM

2. "The medium shapes the message"

   KNOWING THE AUDIENCE - AND KNOWING THE MESSAGE THEY NEED - IS BASIC TO CHOICE OF MEDIUM

3. Print is only one of many media/modes of communication

   TO USE IT EFFECTIVELY WE MUST RECOGNIZE WHAT IT CAN - AND CANNOT - DO

Some functions that professional publications and writing can serve

1. Current awareness function
2. "Outreach" function
3. "Record" function
   - Accessibility
   - Retrievability
   - Effectiveness for purposes of comparison and progress reporting
4. "Information load" capacity
5. Precision in conveying certain kinds of messages
6. "Reinforcement" function
   - Supplementing another medium
   - "Repeating" a message
7. Vehicle for initiating communication

Some types of professional publications and writing

1. "Official" types, e.g.:
    - Annual (etc.) reports
    - Budget requests
    - Educational specifications for new media center
    - Handbook (policies and procedures) for media personnel
    - Section in school system handbook
    - Bulletins (policies and procedures) for media personnel
    - Training guide for support staff

2. "Periodical" types, e.g.:
    - Newsletter(s)
    - Column(s) in school system periodicals
    - Acquisitions lists

3. "Special purpose" types, e.g.:
    - Self-study and evaluation reports
    - Bulletins on aspects of program
    - Bulletins for staff development (inservice education) purposes
    - Brochure on program for public distribution
    - Newspaper publicity
    - Articles in state, regional, national journals

Deciding "what" and "when" to publish: factors to consider

1. Audience
2. Message

Who needs what?

3. "Logistics"
    - Staff and staff time
    - Funds
    - Technological support
    - Distribution channels

4. Alternative means of communication, e.g.:
    - Visit
    - Meeting
    - Workshop
    - Television
    - Radio
    - Personal conference
    - Telephone
    - Letter
    - Existing publications

Some guidelines for professional publications and writing

1. Clear purpose

2. Genuine function (need)

3. Systematic approach in planning and developing a publication
    - Definition of purpose
    - Establishment of policies and procedures
    - Collection of information/copy/etc.
    - Regularity of publication (for "periodical" types)

Some guidelines, continued

4. Readability

   a. Clear style (cf. Sarah Wallace)
      Know what you're talking about

      Say what you mean (avoiding jargon, etc.)

      Know your audience and talk to them (not AT, not DOWN TO them)

      TRANSLATE YOUR MESSAGE INTO THE READER'S TERMS

   b. Legible typography

   c. Functional design
      Appropriate to message? to intended use?

      Is it clean? does it have focus?

5. Reinforcement of the message: some strategies

   a. Cooperative development

   b. Planned distribution

   c. Provision of related experiences

   d. "Feedback" provisions

6. Continuous process of evaluation/revision/replacement

7. Bibliographic control, e.g.:

   a. Means for target group to "collect" bulletins

   b. Established files/sources--such as each media center

   c. Means for extending audience and for "preservation" of selected publications
      Depository libraries
      ERIC

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COMMUNICATION TO DEVELOP THE SCHOOL MEDIA PROGRAM--A SUGGESTED LIST

Personal Considerations

1. Be thoroughly familiar with your school goals and curriculum.
2. Formulate objectives for the media center that implement these school goals.
3. Read and re-read the 1969 media center standards.
4. Define media to include books as well as nonbook materials.
5. Establish a good rapport with all school personnel.
6. Always be accessible to teachers and students.
7. Develop for yourself the role of "media specialist" as you work with faculty and students in many areas.
8. Be alert and receptive to new trends in school library procedures.
9. Resolve to streamline or eliminate time-consuming and non-essential routines!

Communication with the Principal

1. Place in his hands a copy of the new standards and discuss these with him, emphasizing the philosophy rather than quantitative aspects.
2. Arrange for a time to discuss with him your library program, and the objectives toward which you are working.
3. Place in his hands each month a brief descriptive account of media center activities.
4. Investigate with him the possibility of more flexible scheduling so that groups may come to the media center spontaneously as the need arises.
5. Confer with him concerning the possibility of appointing a faculty committee to work with you on the media program and problems.

Communication with the Faculty

1. Bring the faculty into your planning through the faculty committee.
2. Formulate together the first steps in proceeding toward the new standards.
3. Keep up-to-date information concerning topics being studied in the classroom, either on a wall chart or in a notebook.
4. Keep a folder for each teacher containing bibliographies, assignment sheets, reserve books requested, hard-to-answer reference questions.
5. Let it be known that you would like to attend all faculty in-service education meetings, departmental meetings, or curriculum planning meetings.
6. Send many notes to teachers about new or old materials which are of interest to them.
7. Be ready with suggestions to help teachers develop new techniques as they move from the use of the single textbook to multiple materials.
8. Encourage faculty participation in the selection of materials.
9. Help teachers identify the strategic times when library skills may be taught functionally.

10. Offer to compile needed bibiliographies for teachers.
11. Treat all media as integral parts of the center's collection and organize them for multi media approaches to teaching.
12. Keep in close touch with the counselors in order to contribute to the guidance program.
13. Advertise your services for exceptional students: selection of books, reading guidance, etc. Schedule individual conferences for some students.
14. Display a collection of professional material for your teachers which you have bought or borrowed.
15. Offer to duplicate titles much in demand. Paperback books may often be used for this purpose.
16. Have displays aimed at the faculty at differenc places in the school where they will catch a teacher's eye.
17. Relax circulation procedures to fit the needs. Lend reference books to classrooms for a period when they are needed. Arrange for long-term loans of collections of books to classrooms.
18. Feel responsible for keeping informed about textbooks.
19. Broaden the horizons of library service to include many activities outside the four walls of the media center.
    - a. Visit classrooms to give talks
        1. about new media.
        2. about collections of books specially selected according to interests and reading levels for a class.
        3. about evaluation of periodicals.
        4. about developing personal libraries.
        5. about critical reading.
        6. about sources and subject headings needed by a certain class for reférence work in the media center.
        7. about the use of special reference books.
        8. about the world's great books.
        9. about books related to recently shown films or filmstrips.
    - b. Visit classrooms to teach library skills, returning to the media center with the class for follow-up drill.
    - c. Visit the classroom to observe the various ways books are shared. Here is an opportunity to develop many reading interests and to improve reading tastes.

Communication with Students

1. Provide as much individual reading guidance as possible.
2. Increase the scope of your materials collection to provide for all interests and reading levels.
3. Provide guidance in listening and viewing and make nonprint resources easily accessible to students.
4. Give all the individual help necessary to perfect student research skills.
5. Make the media center a pleasant, attractive place which draws students.
6. Be alert to developing problems of personality, or poor work habits, which may necessitate conferences with teachers or counselors.
7. In all media center activities, provide for the development of each student according to his potential.
8. Borrow from classrooms or outside sources exhibits which would be of interest to students and display them with appropriate materials.

9. Encourage student participation in the selection of media.
10. See that articles about media activities appear in your school newspaper.
11. Arrange attractive displays to stimulate students to read more widely.
12. Develop among your student library assistants or library club members a deeper understanding of library services and a broader knowledge of library materials.
13. Establish a book and/or film discussion group as a media center activity.

Adapted from "Suggestions for Promoting the Use of the School Library, "Prepared by Mrs. Betty Martin, Director of Library Services, Greensville County Schools, Greensville, South Carolina for SCHOOL LIBRARY DEVELOPMENT PROJECT, AASL, 50 East Huron St., Chicago, Ill. 60611.

THE UNIVERSITY OF MICHIGAN
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PARTICIPANTS' PROBLEMS IN COMMUNICATION

ELIZABETH ANDERSON - West Bloomfield School District, Birmingham, Michigan

There appears to be a lack of knowledge on the part of some district administrators as to the role of the librarian and the functions of school libraries. For example:

. There is no per pupil budget for materials, and no system for evaluation and purchase of AV equipment. Elementary librarians in some schools are not encouraged to assume this responsibility.

. Until recently, there had been no attempt to set quantitative or qualitative standards or goals. Purchase of instructional media has not been given a high priority.

. Innovation has not been encouraged.

There appears to be a trend toward change, with a new awareness of the role of the library in an educational program. I'd like to find ways to accelerate it, by increasing support for a strong school media program.

M. ANTOINETTE BERNIER - Hancock, Michigan Public Schools

Our big problem in communication is the lack of time to be spent in this area--resulting in less carry-through of our initial contacts than we hope to achieve. New approaches to this communication problem are desired so as to make our library more effective. I am interested in this institute because of the vital need to communicate with teachers and adults so as to increase our library's effectiveness. We have had some success along this line, but not nearly enough to satisfy me.

ROLLAND BILLINGS - Ann Arbor, Michigan Public Schools

Improved communication must be developed between the Director of Instructional Media and the media specialists so that they can effectively contribute as media specialists to curriculum design and development within their own building. I have found that the skills needed to communicate the new image of the instructional media specialists is very different and difficult to relate to some groups within the school district. The key area for successful development in the multi-media, multi-sensory approach to instruction is the incorporation of the media specialist in the curriculum design and development phase of instruction. This has not been accomplished yet and it must be for a successful program to be developed in Ann Arbor.

MIKE BORING - Olympia, Washington School District III

Successful communication is particularly important to supervisory personnel. Those carrying out the program under a supervisor should be "tuned in" to the concept of the program as pictured by their supervisor. This particular facet of communication I would relate to my most acute recognized communication problem. It is of vital concern to me that all library-media personnel under my supervision (21) be cognizant of my philosophy of service and sympathetic to it.

Communication is by definition an exchange, a give and take if you will. I would like to refine and develop my ability to communicate a philosophy of service, to transmit or give information. I would further like to improve the skills of assessment, evaluation and observation, the reception or taking of information. Communicating the philosophy and then evaluating the success of that communication through listening and observation become the two major components of this particular problem.

I would rate this communication problem as the most critical in my experience thus far; perhaps because it seems the most basic. The added factor of my relative youthfulness makes the problem seem even more difficult, at least from a personal standpoint. This type of problem may be felt generally enough to warrant the attention of the institute through a case study; I sincerely hope this is so.

BURTON BROOKS - Grand Haven, Michigan Public Schools

Probably the biggest communication problem I have encountered as a school library supervisor has been selling teachers and some administrators on the need for additional professional help in our elementary media centers so that we can continue to offer more and expanded media services.

Currently, we have three elementary media specialists covering eight media centers along with clerical help for each media center. Since the media centers seem to function smoothly beaause clerks are always on duty, I cannot convince the "powers that be" that to provide more and better services, we must have additional professional help.

PHYLLIS BROWN - Churchville - Chili Central School, Churchville, New York

Until this year, lacking strong top-level administrative leadership, each library was at the mercy of the building principal in regard to staff, program, facilities, and expenditures. In the elementary schools we have fairly well-established unified media programs. All print and non-print materials, as well as the equipment for their use, are cataloged and housed in the media center. They have good collections of books, AV materials, periodicals, vertical file materials, and professional materials. Facilities are available for all types of listening and viewing. Flexible scheduling is in effect in two elementary schools and will be in all elementary schools next year.

One of the elementary schools has a new addition, now two years old, consisting of a large media center surrounded by twelve intermediate grade classrooms. This is housed in a round building with no walls between media center and classrooms and movable walls between classrooms to facilitate individualized learning, independent study and team teaching. This library was the recipient of a large ($37,000) ESEA, Title II grant and two NDEA, Title III grants. Another library was enlarged and remodeled and received an NDEA, Title III grant for the purchase of AV equipment.

This year we have a new district principal who is very "library-minded." With the elementary schools as models, and after discussions with the Board of Education, administrators, and faculty as to a philosophy of library service, the Board of Education has adopted the philosophy of a unified media program. We are now attempting to implement this philosopjy throughout the school district. A senior high school media center is under construction and provisions have been made for the necessary staff and equipment. Phased planning will bring the collection up to the 1969 standards.

Until this year, all AV materials and equipment were budgeted for and purchased by the departments in the senior high school. They were neither organized nor circulated according to standard library procedures. Under the unified media program these materials and all new materials will be purchased, cataloged, and circulated by the media center. Plans are being discussed for a more flexible type of scheduling and for extending the facilities and resources of the media center to the adult members of the community after school hours. Although the department heads and faculty can see the value of a unified media program in theory, they are slightly hesitant as to how this will work in practice. We are now faced with the problem of communicating to the building principal, department heads, faculty, and students what will be offered by and how best to use media services. This will involve extensive planning of publicity, orientation, and in-service programs. In this day of tight budgets, we must also communicate to the community the value and importance of an excellent program of school media services. We realize that we must offer outstanding service over a period of time before the program will be truly successful but feel that a great deal can be accomplished at the outset through publicity and information.

MARGARETT COOPER - Yellow Springs, Ohio Public Schools

In our school system a supervisor's biggest problem seems to be combating the "strange" concepts that our administrators have concerning media programs.

School administrators and teachers seem to feel that we can have a materials center by having a few books, filmstrips, and records placed in an available room, and presto! We have a resource center!

How can we communicate with our administrators and teachers and let them know that a media center must be set up properly, with all acquisitions organized, and that the personnel must include both professional and clerical persons and not just clerical, or teachers with a free period?

Our problems will be fewer if you can help us convince administrators that there must be a liaison between quality education and school library media program.

I am especially interested in learning to use visual media effectively and I would like to know a great deal more about my role as supervisor.

LUCILLE CRAWFORD - Canton City Schools, Canton, Ohio

In our elementary learning resource centers, I find that it is difficult for the technicians, who are non-professional, to encourage reluctant teachers to use the materials that are available. All the procedures used so far have not accomplished the desired results. Some teachers are reluctant to send children to the LRC on their own for books and/or research. This is another area in which I need ideas. In short, I am looking for new methods of communicating with the technicians, teachers and the community.

WILMA DEBERNARDI - Chambersburg Area School District, Chambersburg, Pennsylvania

The problem presented for consideration involves a library added to an elementary building approximately fifteen years old. The library has been functioning for a year. During that year there has been a change of librarians which adds to the difficulties of trying to implement the library program. In addition, some of the teachers are not experienced in the use of the library and are unfamiliar with the materials and services it can provide. The school itself is located in a rural area where the parents as well as the children are not patrons of the public libraries which are located from five to twenty miles away.

What steps should be taken to interest students, faculty and parents in the library in order to promote a good elementary education program?

RUBYE DOWNS - Unified School District #305, Salina, Kansas

The problem facing me and many others in my field is that of convincing administrators and boards of education of the role or place the school media center should play in the total school instructional program and that in order to be at the center of the program there must be funds available for personnel and materials. Other departments continually get the cream of the budget when the media centers are truly at the center for all students and not just a select few. So much is expected of so few in the media field. It is expected that one can accomplish more than is humanly possible, and we have almost done that this past four years. Organizational details are considered busy work. Services to students and teachers are misconstrued to mean release time for teachers rather than a teacher-librarian team approach. My problem is how to communicate the importance of the role of the media center and media specialist when we have so few on the staff to do an adequate job. It is feared that when budgets are cut, the media centers will feel the axe first. We have only five elementary librarians to serve 19 elementary facilities of more than 6000 students. Perhaps it will always be this way unless we as library coordinators can do something at the state department level to get standards improved. National standards seem to have little meaning to local school districts. Implementation must come from the state department in the form of a requirement for accreditation. HOW DO WE DO IT???????

EVELYN FAMBROUGH - Flagstaff, Arizona School District

Communication is so very important in a school, particularly with a Library Supervisor as he needs to reach such a variety of people--administrators, librarians, teachers and students. I would like to be able to help the librarians communicate with all the classroom teachers. Our schools are moving into team-teaching situations which will involve librarians.

ANNETTA FREEDMAN - Andover, Massachusetts Public Schools

Applicant with A.B. and M.L.S. degrees hired as elementary librarian before references received. Previous experience in acquisitions and gifts in college library. Later learned from college faculty that difficulty in placement foreseen because of appearance, manner, and personality (difficulty in interpersonal relations with instructors and students). Found person to be intelligent but would not communicate with me. Refused to talk, avoided keeping appointments, would not accept suggestions; rude to volunteers, secretaries, and visitors. Anxious to set up programs for problem cases and worked well with certain teachers and pupils, but service not given to others in the school. Definite barriers that could not be broken. Result: resignation submitted after evaluation noted re-election not recommended.

THALIA GEISLER - Spokane, Washington School District #81

I hope to find some answers and solutions to the problem of why tentative plans are always made to cut back in library services and personnel, if a levy should fail in the district.

Our program is good, it has shown steady growth and development and is accepted by the majority of administrators and teachers. I believe the problem lies in too little or faulty communication methods and not enough stress on improving our public relations. Maybe, we hide our light, too much, under the proverbial basket. Perhaps part of the problem is due to the fact that other districts in Washington State have used this method of cutback when a levy has failed.

The library does not stand alone in a threatened cutback, other supportive areas to the classroom teacher such as guidance counselors, speech therapists, special reading teachers, art and music are included, but not to the same degree as the librarians.

John Rowell's article, Interpreting the Standards: People Problems in the 1970 School Activities and the Library, points out many of our problems but it appears we still have to help affect a change in the value school people place on the Media Center.

MARGARET JOHNSON - Berwyn, Illinois School District #100

Given the circumstances as listed below, how does a School Library Supervisor establish a solid, working relationship with the Public Library for the benefit of the elementary school student?

a) The Head Public Librarian is a non-professional who has not completed her undergraduate college degree. Her position has come from experience and length of service with the library. She has been under heavy censure for her lack of formal education from various community organizations and citizens, and, therefore is very defensive.

The School Library Supervisor is a 5th year graduate of an ALA-accredited institution and has been rebuffed at any attempt to establish communications.

b) The Head Public Librarian feels that the responsibility of the public library is to service the adults of the community and she will not permit students below the high school level to use reference facilities nor withdraw any adult material.

The School Library Supervisor feels that many students of the upper intermediate and junior high grade levels need access to the reference section (with proper notification from the school teachers) -- and that if parents wish to give permission and assume financial responsibility for their children to withdraw adult material, an adult card should be provided.

c) The Head Public Librarian feels that the school library system is a threat to circulation in the Children's Section, and yet she is not interested in coming into the schools in the Spring to present and promote the Summer Reading Program.

The School Library Supervisor feels that the instructional work of a school library program will enhance the public library circulation and would like very much to have public library personnel present their Summer Reading Program plans in order to encourage a carry-over from school to public library use.

HARRIET LIMBIRD - Visalia, California Unified School District

With the work I have been doing the last few weeks working with department chairmen and teachers at one of our high schools which has been granted an ESEA title II, Phase II project this year, it has become very evident to me that through the years a barrier has come about between the faculty and the library. Instead of the library being used as it should be, this wall has grown even larger.

And now that our taxpayers have voted for the tax election and a new building is under construction and will be completed this summer, the school has been chosen to participate in the Phase II project. With the building and the provision of books and audio-visual materials, it is very important that this communication barrier between librarian and teachers be broken, in order for our project to be a success.

Because of the late notification in the school year of being awarded the project and the impossibility of hiring a librarian to be in charge of the project at this time, I have taken over the ordering of book titles. However, my job as District Librarian does not mean supervisory work over the high school librarians. But the big problem is: How can this communication barrier which has developed be broken - in order to involve the teachers in the media program that we want to be successful in our new Library- Media Center?

Another problem: An intermediate (7-8) principal who does not see the importance of a good library program enough to pay the salary of a trained librarian. A fine woman, capable of conducting a library program desired for this school, has been recently hired - but only under Teacher Aide II status and working under a Teacher who still has two periods assigned to Library, but uses these periods for classroom preparation. The shelves are full of good books, because of lack of teacher involvement, hence leaving no room for new books. But the administration will not go ahead with a program of physical expansion, for limited use of the library does not warrant this. Problem: How can the importance of a good library program be transmitted to the principal and hence to the teachers to obtain total involvement on part of teachers and students?

JANE LUCCHESI - Adams Township Schools, Painesdale, Michigan

Problems in communication in our high school:

1. Lack of communications between librarian and staff

   We have tried:

   a. personal contact
   b. advertising new media
   c. monthly news letter
   d. special displays
   e. coffee hours

2. Need ideas to stimulate interest of students in the classroom to browse in the instructional materials center

3. How to communicate with administration - need of adequate assistance for clerical functions

4. What research has been done about the need of in-service training for all classes in school that use the resource center?

5. Can individualized service to students be more effective?

It would be beneficial also to learn new ways to cooperate with public and other libraries in our area. New ways of serving adult education groups would be helpful. We have had adult education classes for the past three years.

ODALIE MCDONALD - Louisiana State Department of Education

I am vitally interested in developing and strengthening skills suggested in specific objectives 1, 4, 5, and 6. I believe these will assist me in improving communication activities on the State level and between local systems personnel.

Specific Objectives (from brochure)

1. To help participants develop a better understanding of the communication process.
4. To help participants learn to use visual media effectively in their own communications.
5. To help participants develop plans for implementing the philosophy expressed in STANDARDS for SCHOOL MEDIA PROGRAMS.
6. To help participants guide school librarians and other media personnel with whom they work in communication activities.

RUTH MCMARTIN - Fargo, North Dakota Public Schools

After three years, several of our seventeen principals are confused on occasion about the methods of obtaining audiovisual material. Previous to four years ago all materials, print and non-print, were requisitioned once a year. At that time, print materials were removed from the annual requisition category, a library budget wes set up, and expenditures were made for books at stated intervals during the school year. Three years ago all non-print materials were likewise removed from the annual requisition category, the library budget appropriately enlarged, and information forwarded to the principals that all materials, non-print as well as print, would be ordered through the librarians at the stated intervals during the year. Whereas the change in ordering print materials was made quite smoothly, the business office continues to receive requests for audiovisual materials in the annual requisitions and two or three principals are seemingly surprised to be advised of the proper procedure and referred to the appropriate Administrative Memo numbers. What to do? I have appeared at faculty meetings and this has reduced the problem in scope, but it hasn't eliminated it.

Regarding my career goals, I am particularly concerned 1) with improving my effectiveness with groups other than librarians, 2) with helping the librarians on my staff to communicate more effectively with teachers, and 3) further implementation of multi-media programs.

CATHLEEN MAHONEY - New York City, New York (P.S. 105 District)

The problem of communication that crops up most often at my monthly "buzz" sessions with the elementary school librarians is the one involving other teachers, their peer group. How to get across the library's goals, philosophy, services, etc., to other teachers. Some teachers still consider the library as a storehouse of books and the librarian as the keeper of the keys!

The problem then would be how to foster and maintain good public relations, as it were, a mutual admiration society, between school librarians and classroom teachers.

SISTER AUDREY MILLER - South Hills Area Library Supervisor, Pittsburgh, Pa.

Present problems in communications:

1. Making known to principals and teachers the professional status of the school librarian.
   Developing an understanding of the creative and functional part the school librarian can play in current programs and curriculum innovations.

2. Converting book-centered-oriented librarians to media specialists. Convincing them of the necessity and feasibility of such a transition.

PATRICK O' DONNELL - Newark, Delaware School District

Expressing and exchanging ideas effectively through speech, writing, and the graphic arts is probably the number one deficiency at all levels of education today. It is imperative that message design to insure high quality communication be developed. In our school district I feel there is both too much communication and too little communication.

I feel that the Standards for School Media Programs may be a victim of poor communication, partially because of the lack of communication prior to publication and partially to the lack of well thought-out implementation suggestions. The two powerful interest groups involved have expressed reservations at national and state conventions already.

The IMC concept based on the ideas of the Standards for School Media Programs is one of the Newark School District's goals for the 1970's. The district is committed in principle to the IMC concept in new construction and programs. The problem is to bring our existing building into the concept. The real problem is to develop a multi-faceted approach to communicate with conservative staff to help convince them the IMC concept with individualized instruction and using the multi-media approach will insure more and better learning.

ANDREA PROTACIO - Guam Department of Education

Briefly, I will fill you in on the situation as it is here on Guam. We have only one school system on the island, which is both state and local.

As consultant of library services, I coordinate all school library services on the island. We have 22 elementary and 8 secondary schools with a total enrollment of 22,000 students and 920 teachers. I am also coordinator of ESEA Title II and as such, I likewise supervise 12 private school libraries with an enrollment of 5,446. Only one-third of our librarians have had library courses.

The school system has a district materials center known as the Learning Resources Center. I am in charge of the printed materials section, called the Curriculum Materials Center.

All in all, it is an enormous job, but I enjoy it. I love working with students and teachers. However, our lack of communication causes a great deal of frustrations.

My immediate supervisor, the Director of Multi-Media Services, does not think much of libraries. The same is true with the other coordinators. This leaves me alone fighting for libraries and a centralized media center. But I cannot do much because it is the Director who goes out to meet with administrators, sits in at conferences, and yet fails to let me know what is going on. I have to feel my way through.

It is also quite a problem selling the instructional media center concept to our local administrators who have never had a school library before and cannot appreciate its value.

JOY RISKE - School District #1, Laramie County, Cheyenne, Wyoming

Need for elementary libraries in this school district has been acute. Some schools had centralized their supplementary reading without professional assistance. Larger acquisitions were available with Federal programs. Coordinating, educating untrained aides, and "selling the service" have had priority this year over book-ordering and a badly-needed educational program on library usage. Need expertise in gaining confidence of principals to further goals.

THOMAS RISTO - Garden City, Michigan Public Schools

The problem of most concern to me in dealing with communications is that of not having open discussion between staff members. I am responsible for 6 Professional Librarians, 12 Para-Professionals and 15 Teachers who have Audio-Visual responsibility in the individual schools.

At a general meeting that I hold with these people, no one will really discuss district problems, goals, or future plans.

As we meet, the three factions will sit in their groups and no matter what I try, they stick to their own groups and the only thing that really gets done is what is on the agenda for the meeting. I know that each group has a feeling toward the other two. I also realize that unless there is open communication and acceptance there will be little if any progress in our district as to libraries and instructional materials centers.

MARGARET SCHUMACHER - Erie, Pennsylvania School District

The Erie School District is in the process of establishing elementary libraries in 22 schools. One elementary librarian was employed, 8 library aides, with high school backgrounds, were employed as clerks in 12 schools. Rooms of classroom size were set up with shelves constructed of wood in the local service center.

Help is needed in convincing the Superintendent and the Board of the need for employing additional professional librarians in order to implement the Pennsylvania State Board of instruction mandate of setting up a library in each school, bringing book collections up to at least 10 books per child, and carrying out a graded library program in each school.

IDA SELF - Norman, Oklahoma Public Schools

As a result of a pilot non-graded elementary school and a new curriculum director for the Norman schools we are moving rapidly toward similar projects in the other ten elementary schools. Much of our organization of materials is done without librarians at the schools, and in my position I must convey to the principals and teachers the advantages of central collections as well as the importance of selecting the proper materials for individualized progress. As we cannot buy all that is needed, a system of priorities must be set. I need to communicate to principals, teachers and parents as effectively as possible about these problems.

GRACE SHOPE - Abington, Pennsylvania School District

Many of our librarians appear to be resigned to following orders from the top down. How can I, as Coordinator of Libraries, implement an administrative process whereby the power to make decisions is shared with building level librarians? I have met with some success in my attempt to administer by objective rather than by order; however, I usually must press for any collective decision.

JACQUELINE TORRES - Goose Creek Consolidated Independent School District, Baytown, Texas

Adequate personnel to staff our newly-created media centers is our most pressing problem. The programs that would be the most meaningful can't be accomplished with only half of the team necessary to make it succeed. Our problem is all the more urgent because the clerical half of the team is all we have and the need for a professional person in each center is not realized. I need help in developing the skills and tools necessary to help administrators, teachers and librarians see the need for this profesiional person.

PAT UPDEGROVE - Texas City, Texas Independent School District

My greatest need is to write an evaluation of our library program and submit a long range plan for development and improvement. I also need to develop a program to train our librarians, library clerks and students to assist in the production of instructional materials. I have a continual need for preparing appropriate printed, broadcast and other information for circulation to our schools and the general public to acquaint them with the services, facilities and materials of our school library programs.

JACK WEINSTEIN - Elmira City School District, New York

When I arrived in the Elmira School District three years ago to assume the newly created position of Director of Library Services, I found that the professional staff of over 800 teachers and administrators had no professional library. I immediately went about setting one up. The idea was well-received by all involved. In the short span of two years, a collection of over 1,000 titles, 40 periodical subscriptions, and thousands of pamphlets was build up. In addition, a subscription to the ERIC microfiche collection was obtained and a microfiche reader-printer was purchased and installed in the professional library.

In spite of all of the above, I find that very little use is made of the professional library by the staff. I write short reviews of new books in the superintendent's bulletin, and in many other ways try to arouse interest, but to no avail. I feel that there is a very definite problem in communication here.

ELEANOR FENWICK - St. Mary's County, Maryland

At present, I am School Library Supervisor for a small but rapidly developing school system of 11,000 children. The Media Centers are recent additions to the school program. Some schools have no librarians, some have untrained technicians, and the secondary schools have librarians with philosophies and ideas that are not current. Although funds are limited, the Board of Education realizes the need for growth in the library area.

Long range and short range plans for growth and development of the Media Center System for our county are clear in my mind. The plans are a natural outgrowth of my philosophy of school libraries as extensions and enrichments of the curriculum.

Unfortunately, some of the county commissioners, supervisors, administrators, and teachers think of libraries as places where people paste in pockets, stamp books, and are very, very silent. They fail to see the library as an integral part of the curriculum. Can this GAP be closed?

THE UNIVERSITY OF MICHIGAN
SCHOOL OF LIBRARY SCIENCE
ANN ARBOR, MICHIGAN 48104

"Improving Communication Skills of School Library Supervisors" July 20 - 31, 1970

CASE STUDY

Bill Baker had been a successful librarian at Weldon Junior High and at Oxford Senior High before assuming his role as supervisor of Media services in Oxford. In this position he had responsibility for developing and supervising media centers in twenty schools. All elementary and secondary schools in Oxford had professional librarians and centralized book collections. Non print resources were not found in all libraries though they could be found in some, notably the high school where Mr. Baker had served recently and two of the elementary schools.

After making initial visits to all of the schools, Mr. Baker took a long look at the program for which he was responsible. He was far from happy with the picture his notes conveyed. There were some points at which his notes seemed vague or spotty, but apparently the libraries in Oxford were not the dynamic service centers he wanted them to be.

It seemed to him that the librarians were largely the reason for the lack of movement and vitality he had observed. Most of them seemed concerned with the daily routine and problems of circulation. They seemed to be missing opportunities to work with teachers in curriculum planning and with students in guidance. In some schools the library was completely out of the mainstream of teacher-student activity. Kennedy was an exception. Doris Coombs was there and the library was a happy, busy center.

Even Oxford High was a disappointment. Several teachers stopped him in the hall to say how much they missed him. "Things are not the same," they confided. He had dismissed these remarks at first, but now he wondered whether Jim White had been a wise choice as his successor.

Mr. Baker decided to have a meeting of all the school librarians and convey to them his philosophy of service. He planned his speech carefully and gave it well, but somehow the response wasn't what he hoped for. The problem was that it was still his philosophy. They did not take steps to adopt it.

What should he do? The superintendent and the school principals were certainly sold on his service concept. They would be expecting to see a change in the library program. How could he bring it about? He felt he needed new methods of communicating his viewpoint and more accurate methods of appraising the performance of the librarians to measure the effect of his communication.

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"Improving Communication Skills of School Library Supervisors" July 20 - 31, 1970

CASE STUDY

Mountain Grove is a small suburban community. Its eleven elementary schools provide educational programs for approximately 5000 children. Last year Mountain Grove Public School System added a library coordinator to its central office staff. Clerks were hired to staff newly-established library media centers in all elementary schools. All school-owned materials were collected, organized and housed in central quarters.

New materials, both book and non-book, are being ordered and processed before delivery to the schools. Budget for all materials except textbooks is currently five dollars per pupil.

Though quarters and collections need expanding, Jane Dodd, the library coordinator, places highest priority on the need for professional librarians in all schools. She is somewhat discouraged because the superintendent as well as the building principals and teachers seem satisfied with the limited program she has been able to establish. No one but Miss Dodd seems aware of the need for librarians in the schools.

How can she communicate this need in a way which will be successful in gaining financial support and commitment to a fully-functioning library media program?

WICHITA PUBLIC SCHOOLS
Community Education Center
1847 North Chautauqua
Wichita, Kansas 67214

Division of Curriculum Services
System Media Center

BOOKS FOR DISCUSSION PROGRAM

1. What is the Books for Discussion education program and what is its purpose? Books are presented for each boy and girl in the Discussion Group to read. An appreciation of fine literature and art, the development of new areas of interest, and improvement of reading skills are some of the desired goals. Through the sharing of ideas, the pupil should be stimulated to think for himself and to make judgments.

2. What kinds of books will be discussed? Newbery winners, classics that have stood the test of time, and outstanding books that supplement all areas of the curriculum (mathematics, science, social studies, language arts, ---) make up the list. Time used for these areas does not replace the library period.

3. Who conducts the meeting? A librarian or teacher serves as the leader. He acts as the moderator only, not as a lecturer. His purpose is to guide the discussion to the important concepts and to encourage everyone in the group to participate.

4. How often will the group meet? In general, the group will meet every other week for one hour. The pupils must have read the book under discussion in order to participate.

5. What guides should boys and girls remember when sharing?

   a. Talk about the problem the group is considering at the moment. Stay on the subject.

   b. Discuss the selected book. Pertinent items from other sources such as something seen on television or read in another book may be related.

   c. Ask questions of one another, rather than the group leader.

   d. Volunteer for discussion.

   e. Talk only long enough to get the point across. Give all who want to talk an opportunity to be heard.

6. Points to consider while reading the selection.

   a. What makes this book significant?

   b. Analyze the style of the writing. Does it fit the mood, time, and setting of the story?

c. Pick out colorful phrases that are worth remembering, that help to paint a picture, or that heighten the mood. In what way do the illustrations contribute to the reader's understanding?

d. Who is the most influential character in the book? Why?

e. Discuss what might have been the writer's purpose in creating this book? Was there something in his life that interested him in this field?

f. Notice characters that show a change in personality and suggest causes.

g. Would a different ending have been equally satisfying?

h. What are the main ideas presented in the book?

i. Choose a situation where a character displays a certain emotion or faces a special problem and note how he copes with it.

j. Think specifically of areas in which this book could lead you on to other special interest projects.

7. How is the program evaluated? From time to time, the discussants will compare the selected book with other books previously read. In addition, at the close of each year, the group will make a comparative evaluation to recall the merits of specific books and to consider the worth of the total program for each individual.

However, evaluation is a continuing process. Participants may approach more difficult subjects with greater understanding and appreciation because of this background.

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Selection for the First Discussion

PREAMBLE TO THE CONSTITUTION

We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

WICHITA PUBLIC SCHOOLS
Community Education Center
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Wichita, Kansas 67214

Division of Curriculum Services
System Media Center

BOOKS FOR DISCUSSION
Primary Level

Aulaire	George Washington	Doubleday	P-I
Beim	Two is a Team	Harcourt	P
Bible	Small Rain	Viking	P-I
Bulla	Poppy Seeds	Crowell	P-I
Burton	Little House	Houghton	P
Clark	In My Mother's House	Viking	P-I
Credle	Down, Down the Mountain	Nelson	P
Cretan	All Except Sammy	Little	P-I
Dalgliesh	Courage of Sarah Noble	Scribner	P-I
Fisher	Cricket in a Thicket	Scribner	P
Geisel (Seuss)	Horton Hatches the Egg	Random	P
Gramatky	Little Toot	Putnam	P
Green	Is it Hard? Is it Easy?	Scott	P
La Fontaine	The Lion and the Rat	Watts	P
Ness	Sam, Bangs and Moonshine	Holt	P-I
Reyher	My Mother is the Most Beautiful Woman in the World	Lothrop	P-I
Schneider	How Big is Big?	Scott	P-I
Swift	The Little Red Lighthouse and the Great Gray Bridge	Harcourt	P
Tresselt	White Snow, Bright Snow	Lothrop	P
Udry	A Tree is Nice	Harper	P
Ward	Biggest Bear	Houghton	P
Woolley (Thayer)	Popcorn Dragon	Morrow	P
Yashima (Iwamatsu)	Crow Boy	Viking	P

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Division of Curriculum Services
System Media Center

BOOKS FOR DISCUSSION
Intermediate Level

(Several books may be used in part)

FIRST SERIES

Carlson	THE FAMILY UNDER THE BRIDGE	Harper	I
Caudill	DID YOU CARRY THE FLAG TODAY, CHARLEY?	Holt	P-I
Clymer	MY BROTHER STEVIE	Holt	I
Estes	HUNDRED DRESSES	Harcourt	I
Fitch	ONE GOD	Lothrop	I-A
Friedman	DIGGING INTO YESTERDAY	Putnam	I
Gates	BLUE WILLOW	Viking	I-A
Hogben	WONDERFUL WORLD OF MATHEMATICS	Doubleday	A
Houston	WHITE ARCHER	Harcourt	I
Lang	BLUE FAIRY BOOK	McKay	I
Lawson	RABBIT HILL	Viking	I
Ravielli	WONDERS OF THE HUMAN BODY	Viking	I
Sperry	CALL IT COURAGE	Macmillan	I-A
Wilder	LONG WINTER	Harper	I-A
Witty	YOU AND THE CONSTITUTION OF THE UNITED STATES	Children's P.	I
Yates	AMOS FORTUNE, FREE MAN	Dutton	I-A

BOOKS FOR DISCUSSION - Intermediate Level (continued)

SECOND SERIES

Alexander	THE TRUTHFUL HARP	Holt	P-I
Armstrong	SOUNDER	Harper	A
Buff	APPLE AND THE ARROW	Houghton	I-A
Carmer	AMERICA SINGS	Knopf	I-A
de Angeli	DOOR IN THE WALL	Doubleday	I-A
Evans	ALL ABOUT US	Golden	I-A
Garst	CRAZY HORSE, GREAT WARRIOR OF THE SIOUX	Houghton	I-A
Grahame	WIND IN THE WILLOWS	Scribner	I-A
Green	THE BOOK OF NONSENSE, BY MANY AUTHORS	Dutton	I
Johnson	THE GRIZZLY	Harper	I-A
Kipling	JUST SO STORIES	Doubleday	I
Little	TAKE WING	Little	I-A
O'Dell	ISLAND OF THE BLUE DOLPHINS	Houghton	I-A
Seredy	GOOD MASTER	Viking	I
Singer	THE FEARSOME INN	Scribner	I
Steele, W.O.	FAR FRONTIER	Harcourt	I

BOOKS FOR DISCUSSION - Intermediate Level (continued)

THIRD SERIES

A.C.E.I.	TOLD UNDER THE STARS AND STRIPES	Macmillan	I-A
Bonham	MYSTERY OF THE FAT CAT	Dutton	I-A
Browning	PIED PIPER OF HAMELIN	Warne	I-A
Burch	QUEENIE PEAVY	Viking	I
Eaton	TRUMPETER'S TALE	Morrow	A
Edmonds	MATCHLOCK GUN	Dodd	I
Frost	YOU COME TOO	Holt	I-A
Hautzig	THE ENDLESS STEPPE	Crowell	I-A
Hosford	THUNDER OF THE GODS	Holt	I-A
James	SMOKY THE COW HORSE	Scribner	I-A
Juster	Phantom Tollbooth	Random	I-A
Kalashnikoff	DEFENDER	Scribner	I-A
Milne	WINNIE-THE-POOH	Dutton	I
Robinson	DAVID IN SILENCE	Lippincott	I
Speare	BRONZE BOW	Houghton	I-A
Wier	THE LONER	McKay	I

BOOKS FOR DISCUSSION - Intermediate Level (continued)

FOURTH SERIES

Arabian Nights	ARABIAN NIGHTS, Lynd Ward, illus.	Macmillan	I-A
Barrie	PETER PAN	Scribner	I-A
Brindze	GULF STREAM	Vanguard	I
Brooks	BRONZEVILLE BOYS AND GIRLS	Harper	I-A
Clemens	ADVENTURES OF TOM SAWYER	Grosset	I-A
Daugherty	OF COURAGE UNDAUNTED	Viking	A
De Jong	WHEEL ON THE SCHOOL	Harper	I-A
Henry	KING OF THE WIND	Rand	I-A
Holling	TREE IN THE TRAIL	Houghton	I-A
Judson	MR. JUSTICE HOLMES	Follett	A
Lenski	STRAWBERRY GIRL	Lippincott	I
Merrill	THE PUSHCART WAR	Scott	I-A
Mirsky	SEVEN GRANDMOTHERS	Follett	I
Steele, M.Q.	JOURNEY OUTSIDE	Viking	I-A
Stolz	BULLY OF BARKHAM STREET (Discussion Part I) and DOG ON BARKHAM STREET (Discussion Part II)	Harper	I
Zei	WILDCAT UNDER GLASS	Holt	I-A

THE UNIVERSITY OF MICHIGAN
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ANN ARBOR, MICHIGAN 48104

"Improving Communication Skills of School Library Supervisors" July 20 - 31, 1970

PARTICIPANT EVALUATION

1. What is your evaluation of each of the following aspects of the Institute? Please note program changes you would make, if any.

   (a) Objectives?

   (b) Participants?

   (c) Pre-institute orientation?

   (d) Length and timing?

   (e) Content?

(f) Materials provided through Institute library and handouts?

(g) Staff? (Full time and guest lecturers)

2. What aspects of the Institute were particularly significant for you?

3. What if anything do you anticipate doing differently as a direct result of the Institute?

4. Do you feel that you have made personal growth in our Institute objectives:

YES | NO

____ | ____ a. Understanding the Communication Process

____ | ____ b. (1) Perceiving Problems of Communication

____ | ____ (2) Handling Communication Problems

c. Improving Communication Skills

(1) Writing

____ | ____ (2) Thinking

YES	NO	
____	____	(3) Speaking
____	____	(4) Listening
____	____	(5) Visualizing
____	____	(6) Group Participation
____	____	(7) Leadership
____	____	d.Implementing Media Center Philosophy
____	____	e.Helping others to communicate
____	____	f.General growth as a person

THE UNIVERSITY OF MICHIGAN
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"Improving Communication Skills of School Library Supervisors," July 20 - 31, 1970

CHECKLIST FOR BULLETIN BOARD DISPLAYS

1. Timeliness
2. Unity
3. Impact
4. Appropriateness of text
5. Appropriateness of pictorial content
6. Effectiveness of use of color

THE UNIVERSITY OF MICHIGAN
LIBRARY INSTITUTE 1970
PARTICIPATION TRAINING

Appraisal of Personal Growth in Teamwork

A group that has learned to work as a team can be a productive one: and its participatns can learn more effectively as well. Here are some ways we can work and learn together.

Acceptance of Personal Responsibility

1. Making personal preparation in advance for meetings
2. Assisting others on the learning team to participate
3. Volunteering to serve as leader or recorder
4. Helping others to stay on the topic
5. Helping keep discussion centered on actual experience

Cooperation in a Common Task

6. Sharing my opinions and ideas with others
7. Actively facing any conflicts that arise
8. Trying to understand the nature of conflicts without attacking other persons
9. Helping to resolve problems instead of depending entirely on the leader

Communication

10. Asking for clarification when I don't understand
11. Sometimes restating others' contributions to gain clarification
12. Listening to others attentively
13. Expressing ideas and opinions frankly
14. Trying to help others with their problems of understanding
15. Asking for help
16. Seeing myself more objectively as I relate to others
17. Sharing the blame for poor teamwork

Self-Guidance

18. Relying less on trainer for direction
19. Relying less on leader for direction
20. Ability to relate topics and information to my experience
21. Trying to apply what I learn

Sensitivity to Individual Needs of Others

22. Being attentive when someone is talking
23. Making sure others' contributions are heard and dealt with
24. Not belittling others for their lack of understanding
25. Accepting other participants as persons when I disagree with their ideas

Creative Self-Expression

26. Personally seeking out and/or sharing various resource materials
27. Offering ideas I know I can't develop, for whatever they may be worth to others.

Appraisal of Personal Growth in Teamwork

DIRECTIONS:
Place a circle ("O") around the number of the statement (s) which best expresses the amount of growth you recognize.

Now place an "X" in front of the statement (s) which you feel you should work on in order to improve as a person.
You may want to ask other participants if they agree with the way you marked the appraisal sheet. In this way you can discover if you see yourself the same way that other people see you.

THE UNIVERSITY OF MICHIGAN
LIBRARY INSTITUTE 1970
PARTICIPATION TRAINING

Rating Sheet--Group

A.	RESPONSIBLE PARTICIPATION was lacking. We served our own needs. We watched from outside the group. We were "grinding our own axes."	1234567	A.	RESPONSIBLE PARTICIPATION was present. We were sensitive to the needs of our group. Eveyone was "on the inside participating.
B.	LEADERSHIP was dominated by one or more persons.	1234567	B.	LEADERSHIP was shared among the members according to their abilities and insights.
C.	COMMUNICATION OF IDEAS was poor; we did not listen. We did not understand. Ideas were ignored.	1234567	C.	COMMUNICATION OF IDEAS was good. We listened and understood one another's ideas. Ideas were vigorously presented and acknowledged.
D.	COMMUNICATION OF FEELINGS was poor. We did not listen and did not understand feelings. No one cared about feelings.	1234567	D.	COMMUNICATION OF FEELINGS was good. We listened and understood and recognized feelings. Feelings were shared and accepted.
E.	AUTHENTICITY was missing. We were wearing masks. We were being phony and acting parts. We were hiding our real selves.	1234567	E.	AUTHENTICITY was present. We were revealing ou honest selves. We were engaged in authentic self-revelation.
F.	ACCEPTANCE OF PERSONS was missing. Persons were rejected, ignored, or criticized.	1234567	F.	ACCEPTANCE OF PERSONS was an active part of our give-and-take. We "received one another", recognizing and repsecting the uniqueness of each person.
G.	FREEDOM OF PERSONS was stifled. Conformity was explicitly or implicitly fostered. Persons were not free to express their individuality. They were manipulated.	1234567	G.	FREEDOM OF PERSONS was enhanced and encouraged. The creativity and individuality of persons was respected.

THE UNIVERSITY OF MICHIGAN
LIBRARY INSTITUTE 1970
PARTICIPATION TRAINING

Personal and Group Rating Form

Below are listed some ideals for group discussion. Indicate by a ( ) at the appropriate point on the list first, the degree to which you feel the group realized the ideal in the session just concluded, and second, the quality of your contribution as it relates to the ideal. A check at "10" indicates the ideal was achieved, while a check at "5" indicates the ideal was only partially achieved.

1. Everyone participated in selecting an interesting topic.

0 —|—|—|—|—5—|—|—|—|— 10

1a. My contribution in selecting the topic.

0 —|—|—|—|—5—|—|—|—|— 10

2. Everyone helped to develop a sound goal.

0 —|—|—|—|—5—|—|—|—|— 10

2a. My contribution in selecting the goal.

0 —|—|—|—|—5—|—|—|—|— 10

3. The group developed an outline clearly noting the steps to be taken to reach the goal.

0 —|—|—|—|—5—|—|—|—|— 10

3a. My contribution to the developing of the outline.

0 —|—|—|—|—5—|—|—|—|— 10

4. The group followed the outline during the discussion.

0 —|—|—|—|—5—|—|—|—|— 10

4a. My participation relative to following the outline.

0 —|—|—|—|—5—|—|—|—|— 10

5. Participants shared from their own experience and feelings with only a little intellectualizing.

0 —|—|—|—|—5—|—|—|—|— 10

5a. My sharing of experiences and feelings.

0 —|—|—|—|—5—|—|—|—|— 10

6. The group considered all sides of the topic.

0 —|—|—|—|—5—|—|—|—|— 10

6a. My help to the group in seeing that all sides of the topic were considered.

0 —|—|—|—|—5—|—|—|—|— 10

7. The atmosphere of the group was such that everyone felt free to participate.

0 —|—|—|—|—5—|—|—|—|— 10

7a. My contribution to the building of a group atmosphere of freedom.

0 —|—|—|—|—5—|—|—|—|— 10

8. Participants really listened to each other and built upon each others contributions.

0 —|—|—|—|—5—|—|—|—|— 10

8a. My listening and building.

0 —|—|—|—|—5—|—|—|—|— 10

THE UNIVERSITY OF MICHIGAN
LIBRARY INSTITUTE 1970
PARTICIPATION TRAINING

Analysis of Personal Behavior

This form is designed to help you think about your behavior in groups. First, read over the scales. Second, on each scale place a check indicating the place on the scale that describes you as you usually act in this group of persons. Next, consider each item again. Make some notation to indicate to yourself changes you desire to make in your behavior.

1. Ability to listen to others in an understanding way

Inattentive Unreceptive	1	2	3	4	5	6	7 Observant Sensitive listening

2. Tendency to build on the previous ideas of other group members

Go my own way	1	2	3	4	5	6	7 Use their ideas

3. Willingness to be influenced by others

Closed Resistant	1	2	3	4	5	6	7 Go along with suggestions

4. Tendency to run the group

No desire or effort	1	2	3	4	5	6	7 Try to get my way in the group

5. Reaction to critical comments about own behavior in the group

Resent Defensive	1	2	3	4	5	6	7 Genuinely want criticism

6. Awareness of the feelings of others

Unaware, Uninterested in their feelings	1	2	3	4	5	6	7 Sensitive Responsive

7. Reactions to conflict and antagonism in the group

Avoid it Quickly harmonize Shrink from it	1	2	3	4	5	6	7 Use it constructively, creatively

8. Reaction to opinions opposed to mine

Argue, reject opponents	1	2	3	4	5	6	7 Explore differences readily

UNIVERSITY OF MICHIGAN
School of Library Science
Institute for Improving Communication Skills
of School Library Supervisors

PRE-INSTITUTE LIST OF SUGGESTED READINGS

The Communication Process

Bacon, Francis. Essays. Dolphin Books, Doubleday. n.d. Pithy observations of pragmatic value in style and content for contemporary affairs.

Bennis, Warren G., Benne, Kenneth D., and Chin, Robert. The Planning of Change. 2nd ed. Holt, Rinehart, and Winston, 1969. An excellent collection of readings on change with many implications for the school library supervisor.

Berlo, David. The Process of Communication, an Introduction to Theory and Practice. Holt, Rinehart and Winston, 1960. A general introduction to communication theory emphasizing its relationship to the learning process.

Chase, Stuart. The Power of Words. Harcourt, Brace, 1954. Positive and negative power of language is explored and the need for better tools for sending and decoding messages is expressed.

Conn, R. H. "Art of Communication" Adult Leadership, XVII (December, 1968), pp. 269-70. Helpful guidelines for improving personal communication.

Demos, G. and Grant, B. "Sharpening your Communication Skills." Education, LXXXVII (November, 1966), pp.174-6. Discusses causes of failure in verbal communication and makes suggestions for improvement.

Hall, Edward T. The Silent Language. Doubleday, 1959. The author, an anthropologist, sees culture as communication and cites many interesting examples to support his views.

Hayakawa, S. I. Language in Thought and Action. 2nd ed. Harcourt, Brace, & Co., 1964. Fascinating discussion of what words mean in the human give and take. This is a basic book in the field of semantics, the study of human interaction through communication.

Keller, Paul W., and Brown, Charles T. "An Interpersonal Ethic for Communication." The Journal of Communication. XVIII (March, 1968), pp. 73-81. The authors advocate acceptance of an ethical relationship between sender and receiver in which basic freedom of response in the individual is not jeopardized but is enhanced.

Lamkin, Burton E. "Systems Analysis in Top Management Communication." Special Libraries. LVIII (February, 1967), pp. 90-94. The author recommends systems analysis as a means of clarifying jobs, streamlining methods, and collecting information in a logical way which can best communicate library programs to top management.

McLuhan, Marshall. Understanding Media. McGraw-Hill, 1964. A running assessment of traditional means of communication in relation to the electronic age.

Matson, Floyd W., and Montagu, Ashley. The Human Dialogue. Perspectives on Communication. Free Press, 1967. This volume brings together the writings of several widely-differing disciplines on the meaning of communication. The editors favor those ideas and models which define communication as a dialogue rather than as a monologue.

Nichols, Ralph and Stevens, Leonard. Are You Listening? McGraw-Hill, 1957. Discusses the importance of listening to improve speaking ability, to release feelings, to gain information, to help others, to participate effectively in conferences, etc.

Ross, Raymond S. Speech Communication, Fundamentals, and Practice. Prentice-Hall, 1965. A speech textbook based on communication theory, viewing speaking as a dynamic process. Coding, decoding, and recoding of ideas and emotions are all a part of the system of communication.

Smith, Robert M. "Some Uses of Participation Training." Adult Leadership. XVIII (September, 1969), pp. 77-78+. A general explanation of the group process model we shall use in the institute.

Spillman, R.J. "Contemporary Pressures and Problems Create Need for New Techniques and Methods of Communication." Contemporary Education. XL (May, 1969), pp. 329-31. Chicago Public School administrators and teachers identify needs for improved communications within their system which could be generalized to most educational systems of today.

Strunk, William, Jr., and White, E. B. The Elements of Style. Macmillan, 1959. Do's and don'ts about writing based on good taste from someone who knows.

Wallace, Sarah L. "Who is Listening?" Wilson Library Bulletin. XLII (November, 1967), pp. 295-300. A good introduction to written and spoken communication which discusses the relationship of sender to receiver and the responsibility of both for effective communication.

Supervision and School Libraries

ALA Bulletin, LXII (February, 1968). The theme of this issue is "Problems in School Library Supervision."

Alfonso, Robert J. "What is Creative Leadership?" School Libraries, XVI (Winter, 1967), pp. 9-15. Defines leadership as behavior "which enables people to move toward a goal important to them and which creates a feeling of satisfaction and self-fulfillment in the follower."

Association for Supervision and Curriculum Development. Perceiving, Behaving Becoming: A New Focus for Education. ASCD Yearbook. NEA., 1962. "Proposes new insights in the psychological foundations of education."

Biel, Audrey C. "Tapes Can Sell for You." Top of the News. (June, 1967), pp. 400-402. Suggestions for preparing audio tapes of one minute book reviews to promote young adult reading.

Bryant, J.W. and Cattafesta, R.J. "Planning Library Promotion: Administrator's View: Artist's View." Wilson Library Bulletin, XXXIX (February, 1965). pp. 464-471. Illustrates principles of design and public relations.

Crooke, H.A. "Supervisor and Staff Morale." National Association of Secondary School Principals Bulletin. XXXXIX (October, 1965), pp.86-96. Group dynamics as a tool for the supervisor.

Darling, Richard L. "School Library Supervision in State and Local School Systems." School Life, XXXXV (November-December, 1962), pp. 25-28. Describes important facets of the role of a school library supervisor.

Eble, Mary. "Literary Launchings." School Library Journal, XVI (October, 1969) pp. 109-111. Rationale and suggestions for book discussion groups in the school library.

Johnson, Duane. "The School Library Press: A Survey of State Association Periodicals." School Libraries XIX (Spring, 1970) pp. 21-25. Summarizes information received through a questionnaire mailed to state school library associations. Study shows need for greater interchange of state association periodicals and suggests a clearing house for greater bibliographic control.

Joint Committee of the American Assn. of School Librarians and the Dept. of Audiovisual Instruction of the National Education Association. Standards for School Media Programs. ALA and NEA, 1969. Qualitative and quantitative standards for unified media programs in schools. A basic reference for institute discussions.

Kennon, Mary Frances, and Doyle, Leila Ann. Planning School Library Development, a Report of the School Library Development Project, American Association of School Librarians, February 1, 1961-July 31, 1962. American Library Assn. 1962. This program was designed to help state and local groups to implement the 1960 national standards for school libraries.

Leeper, Robert R., ed. *Supervision: Emerging Profession*. Association for Supervision and Curriculum Development, NEA. An indexed anthology of readings from *Educational Leadership*.

Library Trends, XVI (April, 1968). The theme of this issue is "School Library Services and Administration at The School District Level."

Library Trends, XVII (April, 1969). The theme of this issue is "The Changing Nature of the School Library."

Mahar, Mary Helen, ed. *School Library Supervision in Large Cities*. Washington: U.S. Dept. of Health, Education, and Welfare, Office of Education, 1966, (OE - 15055, Circular No. 775). Papers read at a conference held Sept. 23 - 25, 1964, sponsored by the US Office of Education.

Raths, James, and Leeper, Robert R., ed. *The Supervisor: Agent for Change in Teaching*. The ASCD Eleventh Curriculum Research Institute. Association for Curriculum Development, NEA, 1969. Discusses feedback as a way of helping teachers change. Ethics of supervision are explored and a communications model is presented.

Silberman, Charles E. "Murder in the Schoolroom", *Atlantic* CCXXV (June, 1970) pp. 82-96. (First of three installments.) Creation of a humane society is the real need for today's schools. Part one: "How the Public Schools Kills Dreams and Mutilate Minds."

THE UNIVERSITY OF MICHIGAN
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ANN ARBOR, MICHIGAN 58104

"Improving Communication Skills of School Library Supervisors" July 20 - 31, 1970

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THE UNIVERSITY OF MICHIGAN
LIBRARY INSTITUTE 1970
PARTICIPATION TRAINING

Resources

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A Manual for Group Discussion Participants. Paul Bergevin and Dwight Morris (Seabury Press, 1965). A resource which describes and gives assistance in skill development for discussion methodology.

"Some uses of Participation Training". Robert M. Smith. Adult Leadership. September 1969, p.77 ff. Briefly describes Participation Training, contrasts it with sensitivity training, and describes the applications of Participation Training.

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Introduction to Group Dynamics. Malcolm and Hulda Knowles (Association Press, 1959). A guide and a preparation for further study of the findings of social scientists investigating the characteristics of groups.

Group-Centered Leadership. Thomas Gordon (Houghton-Mifflin, 1955). Develops the concept that group members rather than designated leaders provide the best source of leadership.

New Understanding of Leadership. Murray Ross and Charles Hendry (Association Press, 1957). Summarizes research findings about the nature and meanings of leadership.

Dynamics of Groups at Work. Herbert A. Thelen (University of Chicago Press, 1954). Many aspects of group behavior are discussed. A more in-depth presentation assisting the reader in understanding groups.

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Abador & Hessler 1970

A Selected Bibliography for Message Designers

We have all been involved in the process of message design on a daily basis and many of us have been involved with the message design process for more formal approaches e.g. instructional materials. However, we have often designed our messages without consciously planning the final product. Often we have designed messages on the basis of experience without attempting to justify the specific design form or we hide the process behind a veil of secrecy known as creativity.

Designing messages for specific outcomes requires some conscious effort to work through the design process. The design model used for this purpose was originally designed by Mr. Al Abador of Michigan State University, a dissertation stage doctorate candidate and an Assistant to Dr. Robert Davis, well known learning psychologist who heads the Instructional Development Service of the university. The model has been modified by Mr. Hessler to clarify a function, expand a function, and stress the circular nature of the process.

This brief bibliography is an attempt to bring together a few important readings related to some of the major areas of the design model. The design process must reflect more than intuition if the resulting message(s) is(are) to succeed in accomplishing their intended aim. Develop a style of designing which is natural, but which includes all of the major functions of the process.

Problem Identification

Alnsmow, Morris. Introduction to Design. (New York: Prentice Hall), 1962. A book valuable in the early stages of message design which presents a logical and proven technique for the analysis of complex problems including the selection of alternatives and decision priorities.

Barnlund, Dean C. et. al. Interpersonal Communication: Survey and Studies. (Boston: Houghton Mifflin), 1968. A superb collection of interpersonal communication studies organized to include: theories and models of interpersonal communication; communicator choice; social context of communication; channels of communication; perspectives on verbal interaction; nonverbal interaction; and theraputic communication.

Buckley, W. (ed.), Modern Systems Research for the Behavioral Scientist. (Chicago: Aldine), 1968. An excellent source book in systems theory and its applications. It is a compilation of papers written by leaders in the field e.g. Boulding; Ashby; Miller; Wiener; Deutsch; Ackoff; Osgood and others. Examines the fundamental nature of information, communication, and meaning from an organismic, cybernetic, psychological and sociocultural perspective(s).

Churchman, C. W. The Systems Approach. (New York: Dell), 1968. This book provides an overview of general systems theory and techniques of complex probleming solving. It gives the message designer a "systems" perspective of his task. Thus it permits a more powerful analysis of the problem with recognition that the actual message is only a part of the whole process.

Travers, Robert M. W. Research and Theory Related to Audiovisual Information Transmission. (Washington D.C. U.S. H.E.W. - distributed by WMU bookstore) 1967(rev. ed.) Dr. Travers investigates the key studies related to audiovisual Transmission theory organized around such areas as the role of audiovisual devices in learning; channel switching; attention; concept learning; multimodality studies; a model fo information transmission with a-v materials, and a brief review of information theory.

Determine Resources and Constraints

Cook, Desmond. Program Evaluation and Review Technique. (Washington D.C.: U.S. Gov't) 1966. This volume concerning PERT, presents the basic concepts of project planning and management which can then be applied to planning, analysis, and implementation stages of the Abedor-Hessler Design Model.

Determine Goals and Objectives

Mager, Robert F. Preparing instructional Objectives. (Palo alto: Fearon), 1962. A classic in the field of education. Written as a programmed text with a branching technique, this inexpensive paperback explains how teachers can learn to write objectives for the student in behavioral terms i.e. operational and observable. Content can be applied to any subject area of interest to the message designer.

Bloom, Benjamin S. (ed.) Taxonomy of Educational Objectives: Cognitive Domain. (New York: Mackay), 1956. A paperback which offers the message designer a powerful and systematic way of classifying objectives and determinining their level of difficulty. Operational definitions and and examples are furnished for such categories as: knowledge comprehension; application; analysis; synthesis; and evaluation. A companion paperback by Krathwohl in 1964 deals with a taxonomy of objectives for the affective domain.

Design; Select Alternatives; and Make Trade Offs

Bettinghaus, E. P. Persuasive Communication. (New York: Holt), 1968. Presents a concise distillation of a vast body of research in persuasion and attitude change. Message designers will be especially interested in message meaning; message organization; and single v.s. multiple channels as a presentation consideration.

Chu, G. C. Learning from Television: What Research Says. Written with Wilbur Schramm, this paperback deals with sixty principles of television message design and use backed with abstracts of specific research and including such variables as color; screen size; humor; animation; viewing conditions and camera angles.

Hoban, C. F. and Van Ormer, E.B. Instructional Film Research. (Penn. State U.) 1951. A classic in the field of film research. Every type of film variable you can imagine is covered in the exhaustive report including audience variables; film structure; and the context of film(motion picture) use. Message designers should be concerned with the principles of film design covered in a summary chapter.

Norman, Donald A. Memory and Attention. (New York: Wiley), 1969. Analyzing the complex phenomenon of how humans detect and organize information so as to achieve perception, attentiontand memory. Discusses probems of selective perception and attention; short and long term memory; mnemonics; visual perception and memory; and a computer analog of the human information model.

Produce and Implement

Kemp, J.E. Planning and Producing Audiovisual Materials. (second edition). (San Francisco: Chandler), 196[illegible]. An excellent analysis and description of design and production techniques for motion pictures(8mm); television; sound and slide presentations; graphics; and print media. Includes easy to grasp illustrations of the "how to" processes necessary including planning board techniques and script writing techniques.

Note: Eastman Kodak has nearly a hundred production type pamphlets available free in single lots from the Motion Picture and Educational Products Division which are excellent when the message to be designed uses photography in some form i.e. 8mm; slides; filmstrips etc.

Evaluate

Budd, Thorpe, and Donohew. Content Analysis of Communications. (New York: Mc Millan) A survey of various content analysis techniques and how they might be adapted to specific problems. Stresses content analysis as an evaluation and research tool. For the message designer, it is a research tool through which to test message design hypotheses.

Osgood, C. E., Suci, G.J., and Tannenbaum, P.H. The Measurement of Meaning. (U. of Illinois Press), 1957. The theory, research, rationale, and techniques for the evaluation of message effects through the use of the semantic differential instrument.

As you come across readings which are particularly useful for you and thus probably for others, I would appreciate hearing from you.

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UNDERSTANDING URBAN MINORITIES

Some Suggested Readings

Allen, Hope E. "Fantasy or Reality? Education in the Inner City." *Clearing House*, XLIV (February, 1970), 356-9.

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